



**St Columba**  
Anglican School

YEAR 9 ROSA  
ASSESSMENT HANDBOOK  
2024

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# ST COLUMBA ANGLICAN SCHOOL

## RECORD OF SCHOOL ACHIEVEMENT (ROSA)

### ASSESSMENT SCHEDULE 2024

#### ASSESSMENT SCHEDULES 2024

The assessment schedule outlines the assessment tasks required in each subject during the Record of School Achievement (RoSA) year. It provides details of:

- the types of assessment tasks used in the course;
- the relative value (or weighting) of each task; and
- the approximate timing of the tasks.

Your class teachers will issue you with more detailed instructions for each task and provide additional information about due dates, the marking criteria used to assess each task (where appropriate), etc at appropriate times throughout the course.

*Please note: Times are a guide only and are subject to change. Students will be informed of any changes to the task.*

# YEAR 9 ASSESSMENT SCHEDULE 2024

## OVERVIEW

### TERM 1

Week	Line	Subject	Task Description
6	Core	Mathematics	In Class Task
	1	French	Reading Task
7	Core	History	Research/Oral
	3	Dance Cert III	Project 5 Student Records
	3	Coaching and Enhancing Performance	Coaching Task
	2	Short Film & Digital Performance	Masked Performance
9	Core	Geography	Video/Documentary Task
	2	Outdoor Education 1	Teamwork initiatives
		Music Mania	Performance
10	Core	PDHPE	Ongoing- Practical Assessment
	2	Child Studies: Bouncing Babies	Preparation to Birth task
	2	Law & Politics	Law Reform
		Acting Out!	Playbuilt Performance
11		<b>CAMP WEEK – No Assessments</b>	

## TERM 2

Week	Line	Subject	Task Description
4	Core	Geography	In-class Examination
	Core	Science	Student Investigation
	1	Music Mania	Final Project
5	Core	History	In-class Examination
	1	French	Speaking Task
	1	Games of the World and the Influence of Technology	Technology in Sport Presentation
	3	Dance Cert III	Dance Showcase Performance
6	Core	Mathematics	Applications Task
	2	Out of this World	Applications Task
	2	Molecular Gastronomy	Exhibition of learning
	2	Art, Architecture and Designed Objects	Exhibition of learning
	2	Reengineering History	Independent Research Project
7	1	Robotics	Exhibition of learning
	1	Light and Electronics	Exhibition of learning
	1	Sustainable Textiles	Exhibition of learning
	1	Future Proofing Your Finances	Financial Plan
8	Core	PDHPE	Mental Health Task
	Core	English	Composition Task: Crime Fiction Genre
	3	Master Chef	Exhibition of learning
	3	Tricks of the Trade	Exhibition of learning
	3	Sustainability in Action	Research Task

## TERM 3

Week	Line	Subject	Task Description
5	Core	Science	Data analysis and knowledge Test
	1	French	Cultural Task
6	Core	History	Research/Oral Presentation
	2	Child Studies: Terrific Toddlers	Family Interactions Task
7	Core	PDHPE	Gymnastics Assessment Task
	1	Coaching and Enhancing Performance	Coaching Task
	1	Future Proofing Your Finances	Portfolio
8	Core	English	Scene Adaptation and Director's Commentary
	Core	Geography	Video/Documentary Task
9	Core	Mathematics	In Class Task
	2	Outdoor Education 2	Planning & preparing for a multi-day event.
	2	Our Economy	Country Research Report
	2	Who Wants to Be A Millionaire?	Research Project
10	3	Dance Cert III	Improvisation Performance

## TERM 4

Week	Line	Subject	Task Description
2	1	Engineered Powered Machines	Exhibition of learning
	1	Advanced Manufacturing	Exhibition of learning
	2	Reengineering History	United Nations Speech
	3	Molecular Gastronomy	Exhibition of learning
	3	Design, Make, Create and Communicate	Exhibition of learning
	3	Tricks of the Trade	Exhibition of learning
3	<b>Assessment Free Week</b>		
3/4		English	Yearly Examination
		Mathematics	Yearly Examination
		Science	Yearly Examination
		History	Semester Examination
		Geography	Semester Examination
		PDHPE	Yearly Examination
		French	Yearly Examination
5		Treading the Boards #1	Production Assessment
		Treading the Boards #2	Production Assessment
	2	Master Chef	Exhibition of learning
	2	Remixing Pop Culture	Exhibition of learning
	3	Sustainability in Action	Research Task
	3	Dance Cert III	Project 10 Analysis
	3	Games of the World and the Influence of Technology	Technology in Sport Presentation
		Music Technology	Composition



# INTRODUCTION

Students in Year 9 and 10 are working towards their Record of School Achievement (RoSA). The RoSA is a cumulative credential that students will receive at their point of exit from school. Typically this will be as a Record of Achievement at the conclusion of the HSC Examinations, but may be received earlier if students choose to leave formal schooling prior to this. Students must satisfactorily complete Year 10 as the first point of eligibility for the RoSA.

At the end of Year 10, the NSW Education Standards Authority (NESA) requires schools to submit school assessment grades for each of your subjects, ranging from A (excellent achievement) to E (elementary achievement), based on assessment tasks which you will be required to complete during the Stage 5 course.

This booklet has been produced to assist your understanding of the St Columba Anglican School requirements for Record of School Achievement Assessment. The NSW Education Standards Authority mandates a number of procedures for the determination of Record of School Achievement grades. This booklet summarises NESA's requirements for assessment and explains how they apply to you as a student enrolled in the Stage 5 program.

You are encouraged to discuss the contents of this booklet with your parent(s) or caregiver(s). It is important that you and your family understand the purpose of Record of School Achievement Assessment and the processes described below.

## TYPES OF ASSESSMENT

You will be given two broad types of assessment tasks during Stage 5:

### 1. **Formative Assessments**

Formative assessment tasks do not count directly towards the Record of School Achievement Assessment grade but help develop the skills and knowledge you need to be able to complete assessment tasks to the best of your ability. They provide you with vital practice and give your teachers opportunities to identify the areas in which you might need to do extra work. They must not be considered second-rung or optional tasks – they are essential to the course and if not completed to a satisfactory standard may lead to the award of an “N” determination (see NON-COMPLETION OF A COURSE).

### 2. **Formal Assessment Tasks (“Assessable Tasks”)**

Assessable tasks count towards the Record of School Achievement Assessment and are weighted towards the end of each Stage 5 course. The earliest an Assessment Task will usually be given, that counts towards the final grade for the Record of School Achievement in a subject, is during Term I of Year 10 (Term III of Year 9 for compressed courses). There are typically 3 to 4 Assessment tasks per yearly course.

## RECORD OF SCHOOL ACHIEVEMENT ASSESSMENT

### Purpose of Record of School Achievement Assessment

The purpose of Record of School Achievement assessments is to provide a final measure of your

achievement in each of your Year 10 subjects. These assessment marks are based on:

- a. multiple measures and observations made throughout the Record of School Achievement course rather than at a single, final examination.
- b. a wider range of syllabus outcomes than may be measured by the external tests.

Thus assessment marks are used to give a better indication of your achievement in each subject, rather than relying solely on your performance in one examination at the end of the course.

The grades submitted by St Columba Anglican School for each course are intended to reflect your achievements relative to other SCAS students at the end of the Stage 5 course. Your assessments will provide a summation of your achievement measured at points throughout the course.

Measuring achievement at points during the course can provide a better indication of your achievement than a single, final examination. Having a number of assessment tasks increases the accuracy of the overall assessment of your ability in each course by using a variety of assessment tasks and methods relevant to each subject. It caters for those knowledge and skills outcomes that are better assessed in specific settings or at specific times (e.g. practical, research or fieldwork skills). This broadens the base of the assessment.

In this booklet you will find an Assessment Schedule outlining the various Assessment tasks (tests, assignments etc) and the marks allocated to each task.

## Assessment: General Procedures

As a student enrolled in a Stage 5 course you need to be aware of the following:

- Each yearly course will typically have between 3 and 4 tasks. In most cases the Yearly Examination will form one of these tasks, and is usually given the greatest weighting of any task in each course.
- Your class teacher will give you a detailed assessment guide to each of your subjects.
- Your class teacher will give you notice (normally a minimum of two weeks) of the timing of assessment tasks.
- Your class teacher will mark each task and provide you with feedback on your performance in each Assessment task. This might take the form of a grade, a percentage or a rank or any combination of these together with written comments where appropriate.
- Your class teacher will keep a cumulative mark book of all your assessments. NESAs do not permit the school to publish your final cumulative mark or grade.

## ILLNESS AND MISADVENTURE PROVISIONS

The School assessment cannot compensate for factors such as extended illness or misadventure. A student who is absent from or unable to complete a particular task because of illness or misadventure is required to submit to the class teacher a request on the appropriate proforma which is available from the Secondary School Office.

Sickness – before an assessment task is due

In Stage 5, all applications for extensions due to sickness prior to a task is due must be accompanied by a letter from your parent(s) or caregiver(s) explaining the nature and circumstances of your illness. Please ensure this letter is signed by your parent(s). It must be shown to your class teacher and the Faculty Coordinator when applying for an extension.

The duration of any extension will be such as to replace the time lost due to the illness; normally this would be no more than a week. Applications for extensions of more than a week would ordinarily require a medical certificate (see below).

## Sickness – absence on the day an assessment task is due

Please ask your parent or caregiver to ring the school if you are sick on the day an assessment task is due. Year 10 students who are sick on the day an assessment task is due (whether an examination, test, written assignment or other task) should endeavour to obtain a medical certificate from a doctor who is neither a relative of the student, nor working in the same practice as a relative. Please ensure this medical certificate is countersigned by your parent(s). It must be given to the Faculty Coordinator on the first day of your return to the school after sickness. Copies of all medical certificates will be retained on your file. The medical certificate will be used as evidence to support your application for an extension or an alternative task. The final outcome will be determined at the discretion of the Faculty Coordinator and Manager of School Operations.

As above, the duration of any extension will be such as to replace the time lost due to the illness. Typically, if the first day of your absence is the assignment's due date, the assignment, together with the medical certificate, must be handed in on the day of your return to school. If you are sick for two days before an assignment's due date, the assignment will be handed in on the third day after your return to school.

The duration of extensions will be calculated in this way for up to a fortnight. Tests and examinations will normally be completed on the day of your return but in the case of serious illness additional preparation time may be negotiated with your class teacher and Faculty Coordinator.

Students who are absent on the day an assessment task is due who are not able to produce a legitimate medical certificate will receive a Tuesday afternoon detention as a consequence. During this time students will work on the task and make a submission at the conclusion of the detention period. (See [LATE SUBMISSION OF ASSESSMENT ITEMS](#)).

## Misadventure

In the case of misadventure, a full account of the circumstances and their impact on your ability to complete the task should be provided with the request. Where possible, the names and phone numbers of at least one witness should be included.

A separate application is needed for each assessment item affected.

If the illness/misadventure occurs on the day the task is to be performed or submitted then the request must be submitted on the first day that you return to school after the illness or misadventure.

If the illness/misadventure occurs prior to the task then the request must detail how this has hampered your preparation. Again the request must be submitted on the first school day following the illness/misadventure, even if this is before the scheduled submission date.

Under no circumstances are students to assume a request will be granted. No request will be granted without the approval of the Manager of School Operations. Assessment items should not be rescheduled until approval is given by the Faculty Coordinator in consultation with your class teacher.

No exceptions will be made. If a student does not make an application for a substitute task or

extension of time according to the conditions described above, or if such a request is denied, the student will be given zero marks for that item.

## Extensions of time

The School has made every reasonable attempt to avoid “too many” assessment items occurring at one time. This will not be an acceptable reason for an extension of time. Generally speaking requests for extension of time will not be granted unless made a minimum of two school days prior to the due date. As outlined above, students must show suitable reasons (usually medical in nature) to justify an extension of time. Students should not assume that a request will be approved.

## LATE SUBMISSION OF ASSESSMENT ITEMS

Where there is no valid reason for not submitting a task by the due date, the class teacher will issue a Tuesday afternoon detention. The student will be expected to complete the assessment task to a satisfactory standard during the detention time. The work completed in this detention will be marked and graded as normal and feedback provided. Should a student submit the assessment task prior to the date of the Tuesday detention they will still be required to serve the detention and alternative work will be provided. Parents will be contacted by the class teacher to make them aware of the late assessment and of the issuance of the detention which will require the student to remain at school after normal hours.

## NON-SERIOUS ATTEMPTS

Where a student submits an assessment item that is deemed by the classroom teacher and Faculty Coordinator as a non-serious attempt, the Manager of School Operations will be informed, zero marks will be awarded and the student may be required to re-attempt the item. No additional marks will be awarded for the second attempt but it will count towards satisfactory completion of minimum course requirements. NESA requires that students must make a genuine attempt at assessment tasks which contribute in excess of 50% of the available marks in that course.

Of course, it goes without saying that the St Columba Anglican School expects every student will make a considerable effort in all assessment tasks. Students are advised to acknowledge that this policy is ultimately in their best interests.

Students will also be issued a Tuesday detention for any non-serious attempt.

## MALPRACTICE OR CHEATING

Students are required to complete assessment tasks using their own skills and abilities. Students who copy the work of others, have others complete work for them, take days off school to complete items, miss classes (fractional truancy) to complete or prepare for items, or gain other such unfair advantages may be considered as having cheated or engaged in malpractice.

In such cases the teacher will inform the Manager of School Operations and provide evidence identifying the malpractice. The Manager of School Operations, in council with the Principal, will take action based on this evidence. Malpractice typically results in zero marks being granted for that item. In serious cases the Manager of School Operations may recommend to the Principal that the student receive a non-completion grade in that subject.

## Plagiarism

Plagiarism is the use of another person’s ideas and written material (including information from

books, encyclopedias, magazines, the internet and other electronic storage devices) as one's own original work. It is entirely unacceptable in school assessment tasks. Plagiarism is cheating; students found guilty of plagiarism will be subject to the same treatment as outlined for malpractice described immediately above.

It is important to avoid any kind of malpractice as it may cause you to become ineligible for the Record of School Achievement.

## Acknowledging Sources of Information

One method of avoiding the plagiarism provisions listed above is to ensure that all your sources of information are appropriately and accurately acknowledged in a Reference List or Bibliography included at the end of the assignment. If you are unsure of the correct method of acknowledging your sources please check with your class teacher for their subject's preferred method(s) of referencing.

## **NON-COMPLETION OF A COURSE ("N" DETERMINATION)**

Students can receive an "N" determination in a course if they do not meet the following requirements. According to the NSW Education Standards Authority ACE Manual all students must:

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

The Principal alone can make such a determination on the recommendation of the Faculty Coordinator. The Principal will only consider this option when clearly documented evidence exists.

As described above, this typically occurs after a student has failed to respond appropriately to two warning letters issued in relation to failure to submit satisfactory assessment tasks. Students and parents will be notified as soon as a pattern of performance, attitude or non-completion of course requirements has been detected. The purpose of this early notification is to allow students to remedy the situation.

If the Principal determines that you have not completed a course satisfactorily you will have an "N" printed beside the course on your Record of Achievement and it may mean that you do not receive your Record of School Achievement.

## **REVIEW: RIGHT OF APPEAL**

Students may appeal only on the grounds that the grade awarded was not consistent with the progressive reporting given to students after each Stage 5 assessment task.

The marks or grades awarded for individual tasks will not be subject to review as part of this appeal process. Any concern students have about marks or grades awarded to an individual task should be resolved at the time the work is handed back by the teacher.

In the first instance the School will attempt to resolve appeals within the school as appropriately, as simply and as informally as possible. Appeals should be lodged with the Manager of School Operations who will then liaise with the appropriate teacher to determine the most suitable review technique in each case.

Where the appeal cannot be resolved within the school the student has the right to appeal to

NESA.

## **ASSESSMENT POLICIES: ADMINISTRATIVE PROCEDURES**

In order to ensure that all assessment tasks are conducted in a fair and uniform manner you need to be aware of the following procedures:

### Teacher absence on the day of a task

If your teacher is absent on the day of a task the procedures will vary depending on the nature of the assessment task:

If the task is a test or an in-class activity that requires supervision only the task will be held on the day as notified or, if circumstances rule this out, on an alternative date; or

Assignment-based assessment tasks should be handed to the Faculty Coordinator or their delegate.

### Security of records for Assessment tasks

Each department will keep multiple copies of assessment results so that at least one copy is secure. Nevertheless it is vital that you keep your assessment tasks on file at least until the completion of your Record of School Achievement exams. Assessment tasks, and the evaluative comments of your teachers are frequently very useful revision resources. Keep them on file for the duration of the course for this reason if no other.

### Assessments for students who transfer into the school

New students who enter a Record of School Achievement course after the assessment programme has commenced will be required to provide evidence to each Faculty Coordinator that they have completed comparable work at their previous school.

In cases where no suitable school assessment information can be obtained from the previous school the student will be required to complete substitute tasks to an equivalent value of those already completed at St Columba Anglican School.

### Tasks that fail to discriminate, or are invalid for other reasons

In rare circumstances a task might not adequately discriminate between students (in such a case everyone gets the same, or a very similar, mark). Sometimes a task might become invalid due to problems associated with its administration (such as noise or other disruptions). In these circumstances your class teacher, in consultation with the Faculty Coordinator, will replace the original assessment task with an additional task. Sufficient notice will be provided for any additional tasks.

### Separate class groups

Some subjects have two classes running at different times each day. Since it is desirable that all classes have identical assessment programmes with common tasks, conditions and marking procedures, your class teacher in consultation with the relevant Faculty Coordinator will devise suitable strategies to ensure that classes in the same course are dealt with equitably. Where this is not possible, suitable procedures will be used to ensure the reliable aggregation of marks.

### Special provisions

For students with special educational needs, St Columba Anglican School makes every attempt to

meet these needs in a similar fashion to the methods provided by NESA in examination conditions. This might include readers, amanuenses (writers), additional time and/or separate supervision. Alternative tasks may need to be devised for some students with disabilities.

## Where to go for advice

Should you need any additional advice, or clarification of this document, you are welcome to discuss any matters with your class teacher(s) or the Faculty Coordinator.

If you wish to seek advice which is independent from the School your parents are entitled to ring the NSW Education Standards Authorities Liaison Officer on 6659 3274. The NESA Liaison Officer is based at the Coffs Harbour Education Campus in Coffs Harbour.

## STREAMING POLICY

Typically classes that are streamed are based on the academic results of the previous year. Teacher recommendations will also be sought as to the placement of students. Where possible the top streamed class will not be full at the start of the year to allow flexibility in the streaming process once the academic year commences. Changes to streamed classes will only be made after adequate assessments have been conducted to justify the change. Changes to classes will be communicated to parents in writing and after consultation with both the student and parent.

Streamed classes will be reviewed at key assessment points (eg examinations) to ensure that students are still working at the necessary standard. When classes are streamed the faculties have a responsibility to support students that are on the cusp of streams. This will be discussed at the faculty level and once implemented monitored by the Faculty Coordinator.

New students typically will not be placed in the top class until they have demonstrated the capacity to work at the standards set at SCAS. Exceptions to this may be made by the Faculty Coordinator based on supporting evidence.

## REPORTING

### Year 9 and 10

The school will issue formal reports to parents at the end of Terms 2 and 4. These will be supported by Student Led Interviews in both Term 2 and Term 3.

In 2024, St Columba will continue using a Progressive Online Reporting system. This will enable parents to access student marks, grades and feedback via SEQTA throughout the school year.

### NSW Education Standards Authorities (NESA) Reporting of the Record of School Achievement

You will be awarded School grades for each of your subjects. These grades range from A (excellent achievement) to E (elementary achievement) for English, Science and HSIE, and A10 to E2 for Mathematics. School grades are based on school-based assessment with reference to course performance descriptors issued by NESA. The generic performance descriptors from which all subject-specific performance descriptors were developed can be found on the back cover of this booklet.

At the end of Year 10 students who are leaving full time schooling should inform the school who will in turn inform NESA. The student's Record of School Achievement will then be made available. Students who do not intend to leave school at the conclusion of Year 10 are not eligible to collect their Record of School Achievement but may elect to have a transcript of their results in all courses printed.

The Record of School Achievement will continue into the Preliminary (Year 11) and HSC (Year 12) years. Students will receive grades for each Preliminary Subject completed and if they elect to leave school prior to the end of Year 12 will be eligible to have their Record of School Achievement made available. Students who complete their HSC examinations will receive a Record of Achievement.

## HOW PARENTS CAN HELP

This is an important time in your child's academic career and a time where students can develop skills that will allow them to succeed in later life.

Parents can help by:

- Showing and maintaining an interest in their academic programme. Asking questions and sharing information is an excellent way for you to keep abreast of their progress.
- Attending information nights that are organised by the school. This will allow you to find out more and ask the appropriate staff for information.
- Recording important dates on a family calendar. Include assessment tasks, examinations, camps and sporting fixtures.
- Access the NESA website and read the latest information on the Record of School Achievement at [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au).
- Providing a good study space at home. This will include adequate lighting, good ventilation and ample work space. A low level of noise away from the television and telephone is also recommended.
- Providing positive support for your child's attempts in all aspects of school life.
- Please remember that the assessments in your child's subjects use the full breadth of the syllabus. Your child may require many different skills to be successful. You can help them discover their potential in this stage of their life.



# SCHOOL-BASED RECORD OF SCHOOL ACHIEVEMENT ASSESSMENT GRADES

Grade	Subject
A	A grade indicating <b>excellent achievement</b> 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	A grade indicating a <b>high level of achievement</b> in the course. The student has a thorough knowledge of and understanding of the course content and competence in the processes and skills of the course. In addition
C	A grade indicating <b>substantial achievement</b> in the course. The student has demonstrated attainment of the main knowledge and skills required for the subject and has achieved a sound level of competence in the processes and skills of the course.
D	A grade indicating <b>satisfactory achievement</b> 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	A grade indicating <b>elementary achievement</b> in the course. The student has an elementary knowledge and understanding of the course content and has achieved limited competence in the required processes and skills of the course.
<b>N Determination</b>	Where "N" appears in place of and A to E grade opposite a course, the student has failed to meet one or more of the following requirements: followed the course developed by the NSW Education Standards Authority (NESA); applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; achieved some or all of the course outcomes.