

Student Assessment Policy Handbook

**Stage 5
(Year 10)
2021**

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PART 1:

Assessment

Policy and

Procedures

Important contact details

STUDENTS TO COMPLETE		CONTACT DETAILS
My subject(s):		
My teacher(s)		
My Aurora College Coordinator		
My Head Teacher(s)	HSIE English, Languages Mathematics & SDD Science	Scott New Scott.New@det.nsw.edu.au Jowen Hillyer JOWEN.HILLYER@det.nsw.edu.au Cathy Crouch (rel.) catherine.crouch@det.nsw.edu.au Virginia Cluff VIRGINIA.CLUFF@det.nsw.edu.au
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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 10. 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 10)

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 NESA 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 NESA 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 online faculty form
- 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
- 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 the method specified by the class teacher
- anticipate known educational or family activities that may clash with due dates (for example band camp, representative sport, debating) by negotiating with their teacher an alternative submission date that is prior to the published due date. In the case of an extended family holiday (which must be approved by home principal) it may be possible to negotiate a due date that is after the published 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 NESA requirements for the achievement of the RoSA, Aurora College teachers will:

- develop an assessment schedule of maximum 4 tasks 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 administering 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 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. This is a schedule of generally 4 tasks (including examinations). 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.

Assessment schedules

Establishing an assessment schedule begins when programming a unit of learning. By incorporating assessment activities into units of learning, the needs, interests and abilities of students can be met, while assessing their progress towards a demonstration of achievement in relation to outcomes.

Assessment schedules should follow these guidelines:

- three to five tasks (including exams)
- reflect the suggested components and weightings in each syllabus
 - There should be a balance between the assessment of knowledge and understanding outcomes, skills outcomes and course content.
- tasks should not be less than 10% and not more than 40%
- identification of outcomes to be assessed
- select the relevant syllabus content area for the identified outcomes
- ensure a range of assessment strategies is used throughout the course.

Assessment task notifications

School-based assessment tasks are linked to standards because the tasks focus on outcomes, they are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards. It is important that an assessment task addresses the focus of a topic and tests learning that matters.

An assessment task notification must:

- be in writing, via email to students at least two (2) weeks in advance of the due date
- focus on outcomes of the course
- be an appropriate type of task for the outcomes assessed
- provide students with the opportunity to demonstrate their level of achievement of the course
- reflect the weightings and components specified in the assessment schedule for the relevant course
- contain marking guidelines that are linked to the standards of the course by including the wording of syllabus outcomes and relevant performance descriptions
- be issued using the Aurora template provided (see 'forms' in Part 3).

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. See section on **Official Warning Letters** for further information. 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) And 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.

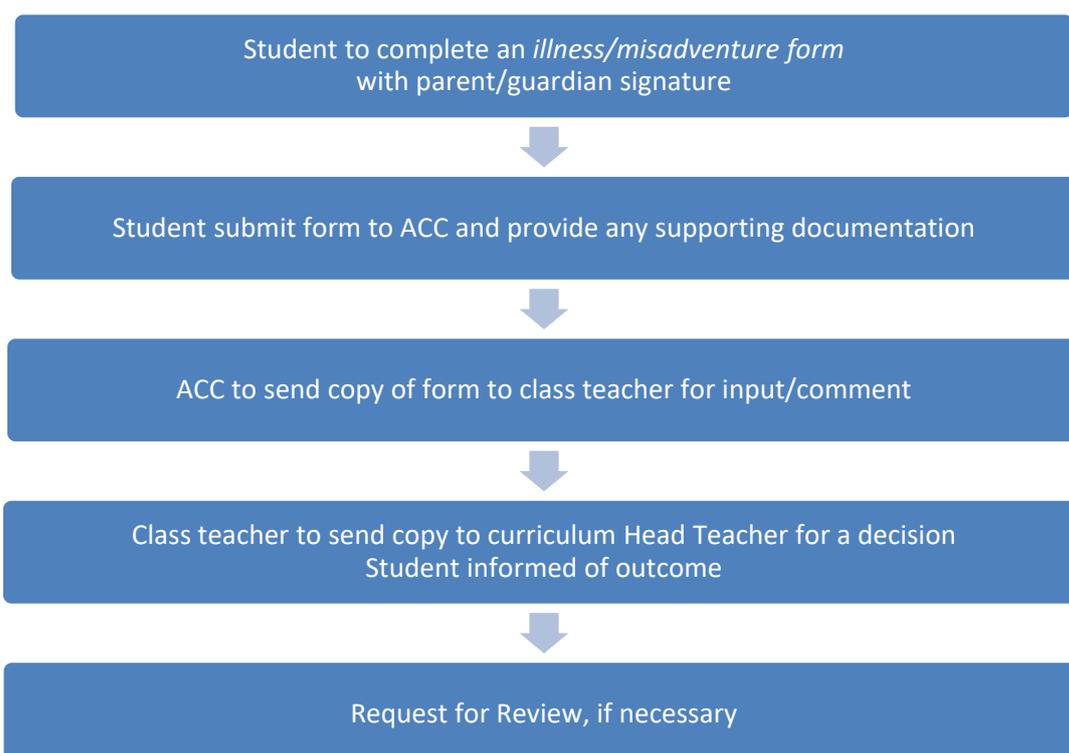
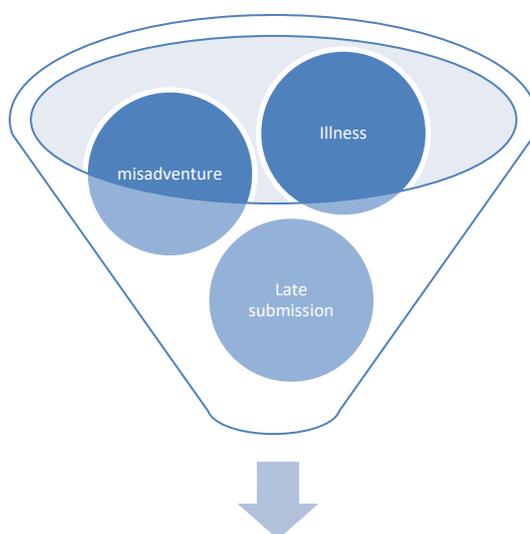
When students are absent from class on the day of an "in-class" assessable task, they should expect to complete the assessable item on their first day of return to Aurora College with a completed *illness/misadventure form*. If the illness/ misadventure is long term then student will need to complete an illness/misadventure form with adequate documentation.

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.



Excursions and home school events

Timetabled assessment tasks 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, could lead to you receiving ZERO marks for the task or examination.

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, CDs 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 Head Teacher Secondary Studies, Greg Smith gregory.smith1@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 Board's 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.*

Head Teacher Secondary Studies will notify the student of the outcome via email.
If necessary, appeals may be referred to the Principal for determination.

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 NESAs 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

Official Warning Letters

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 developed or endorsed by the Board; and
- **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 students do not complete assessment tasks, and do not subsequently provide documented explanation, official warning letters of concern (**'N' determination warning letters, see sample in PART 3**) will be sent to parents/caregivers outlining the areas of unsatisfactory completion of course requirements, including ZERO marks being awarded.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising grades **cannot be regarded as having satisfactorily completed the course**. The principal will then issue an 'N' determination. All students who are issued with an 'N' determination have the right to appeal against the principal's determination.

Where a student fails to satisfactorily complete a mandatory Stage 5 course the student:

- is ineligible for the award of the RoSA if they leave school at the end of Year 10;
- may be ineligible to enter Year 11 courses.

Non-Serious Attempt

A non-serious attempt may be described as any or all but is not limited to the following.

- Failure to submit an assessment task in more than one Key Learning Area
- Submitting a frivolous attempt at an assessment task
- Failure to submit, on request, evidence of weekly work completed

Where a student fails to comply with the NES or school requirements for the satisfactory completion of the RoSA, the student will receive an official warning letter from the school outlining the nature of any outstanding work or assessment tasks and a reasonable time frame in which to complete it. The warning letter is designed to give students the opportunity to redeem themselves. It will contain details of work to be completed and the timeframe for completion and return. To redeem an official warning letter, the student must comply with the letter's requirements in full.

N – Determination

If students don't complete a course's requirements they will receive an ['N' determination](#). Failure to submit assessment items makes it difficult to determine if the student has achieved course outcomes. It may also indicate that a student has not applied themselves with diligence and sustained effort. In the case of failure to submit an assessable item, the Principal or their delegate will follow the N-Determination process. Students are warned via a letter from their school if it looks like they might receive an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem.

If a student receives an 'N' determination in a mandatory curriculum requirement course, they won't be eligible for the RoSA.

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 the 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.

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.

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>

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, appreciate, reflect on and enjoy the English language and to make meaning in ways that are imaginative, creative, interpretive, critical and powerful. Through a wide range of texts students will develop knowledge, understanding and skills in order to:

- communicate through speaking, listening, reading, writing, viewing and representing
- use language to shape and make meaning according to purpose, audience and context
 - think in ways that are imaginative, creative, interpretive and critical
 - express themselves and their relationships with others and their world
 - learn and reflect on their learning through their study of English.

Stage 5 - Report Outcomes

- RO1: Composes increasingly sophisticated analytical texts that represent ideas and arguments
- RO2: Composes imaginative texts that use language forms, features and structures to creatively shape meaning and represent ideas
- RO3: Responds critically to texts, analyzing the effect of language forms, features and structures on meaning
- RO3: responds critically to texts, analyzing the effect of language forms, features and structures on meaning
- RO4: Presents increasingly complex ideas and arguments with an awareness of purpose and audience

Stage 5 (Year 10) English Assessment Schedule

Report Outcomes		Related Syllabus Outcomes	AT1:	AT2:	AT3:	AT4:
			Creative Writing + Representation	Analytical Writing	Viewing/ Listening/ Speaking	Analytical Writing
			T1 W10	T2 W8	T3 W6	T4 W2
2	Composes imaginative texts that use language forms, features and structures to creatively shape meaning and represent ideas	EN5-1A EN5-2A EN5-3B EN5-9E	25%			
4	Presents increasingly complex ideas and arguments with an awareness of purpose and audience					
1	Composes increasingly sophisticated analytical texts that represent ideas and arguments	EN5-1A EN5-3B EN5-7D		25%		
3	Responds critically to texts, analyzing the effect of language forms, features and structures on meaning					
4	Presents increasingly complex ideas and arguments with an awareness of purpose and audience	EN5-2A EN5-5C EN5-8D			25%	
3	Responds critically to texts, analyzing the effect of language forms, features and structures on meaning					
1	Composes increasingly sophisticated analytical texts that represent ideas and arguments	EN5-1A EN5-3B EN5-4B EN5-7D				25%
3	Responds critically to texts, analyzing the effect of language forms, features and structures on meaning					
Final assessment weightings:		100%	25%	25%	25%	25%

Further information on syllabus outcomes can be accessed using the following link
<http://syllabus.bos.nsw.edu.au/english/english-k10/content-and-outcomes/>

Mathematics

The aim of mathematics in years 7-10 is to develop skills in working mathematically across the content strands below:

- **Working Mathematically**
 - develop understanding and fluency in mathematics through inquiry, exploring and
 - connecting mathematical concepts, choosing and applying problem-solving skills and
 - mathematical techniques, communication and reasoning
- **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 10) Mathematics Assessment Schedule

Report Outcomes		Related Syllabus Outcomes	Task 1	Task 2	Task 3	Task 4
			Work Portfolio	Assignment	Progressive Assessment Portfolio	Semester 2 Examination
			T1W8	T2W4	T3W5	T4W1
1	Applies index laws to operate with algebraic expressions involving integer indices. Performs operations with surds and indices.	MA5.2-7NA MA5.3-6NA	20%			30%
2	Selects and applies appropriate algebraic techniques to operate with algebraic expressions.	MA5.3-5NA		25%		
3	Applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions.	MA5.3-15MG				
4	Applies formulas to find the surface areas of right pyramids, right cones and spheres and related composite solids.	MA5.3-13MG		25%		
5	Solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations.	MA5.3-7NA				
6	Investigates relationships between two statistical variables, including changes over time. Uses lines of best fit to explore how data informs decision making.	MA5.2-16SP MA5.3-19SP				
7	Uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line. Sketches and interprets a variety of non-linear relationships Uses function notation to describe and sketch functions	MA5.3-8NA MA5.3-9NA MA5.3-12NA				
8	Draws, interprets and analyses graphs of physical phenomena.	MA5.3-4NA				
Final assessment weightings:		100%	20%	25%	25%	30%

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

[K - 10 Mathematics 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 (Year 10) Science Assessment Schedule

Report Outcomes		Related Syllabus outcomes	AT1	AT2	AT3	AT4
			Research Task	Practical Portfolio	Exam	Science Symposium
			T1W9	T3W4	T3W9	T4W3(res)
1	Applies scientific knowledge	10PW, 11PW, 12ES, 13ES, 14LW, 15LW, 16CW, 17CW	15%	5%	15%	5%
2	Plans, conduct and records collected data from scientific investigations	4WS, 5WS, 6WS		5%		10%
3	Processes and analyses data to identify trends and draw conclusions to solve scientific problems	7WS, 8WS	15%	5%	15%	5%
4	Communicates ideas using scientific language	9WS		5%		10%
Final assessment weightings		100%	20%	20%	30%	30%

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

<http://syllabus.bos.nsw.edu.au/science/science-k10/outcomes/>

PART 3: Forms

This section provides samples of forms used in relation to assessment

Assessment Task notification proforma



Select a faculty

ASSESSMENT TASK NOTIFICATION

SUBJECT	Choose an item.
YEAR	Choose an item.
WEIGHTING OF TASK	%
DATE TASK ISSUED	Click here to enter a date.
DRAFT DUE	Click here to enter a date.
DATE TASK DUE	Click here to enter a date. by 3:30pm
METHOD OF SUBMISSION	Eg: email/moodle.etc.
File Name for Upload	TeacherSurname_StudentSurnameInitial_AssignmentNumber.Fileextension eg: Quince_ReadM_1.pdf

Task Description



Outcomes assessed

Eg: P1	Identifies

Marking Criteria

Performance Descriptor	Mark Range

Official N-warning letter sample



Aurora College
 C/- Mowbray Public School, 635 Mowbray Road
 Lane Cove North NSW 2066
 Ph: 1300 287 629
 Email: auroracoll-h.school@det.nsw.edu.au
 Website: <http://www.aurora.nsw.edu.au/>

Mr & Mrs Smith
 1 First Street
 Sydney NSW 2000

Thursday, 27th February 2020

Non-Completion of a Stage 5 Course - 1st Warning

Dear Charles & Isabelle Scott

The purpose of this letter is to warn you that Bon Scott of Year 3 is in danger of receiving an "N" determination in the course listed below. This determination will mean that he will not receive a result in this course and it may affect his satisfactory completion of Year 10.

Course in jeopardy: Music

The reason provided by the class teacher Mr Black Adder for this warning is Bon is/has:

- Not Achieving Course Outcomes

Playing too loudly and disturbed other students.

A student who is given an "N" determination in a course will not be awarded a grade for that course and will not have it listed on the Record of School Achievement (RoSA).

Please regard this letter as an official warning. NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves.

NESA requires principals to issue a minimum of two course-specific warnings prior to a final "N" determination being made for a course.

Please discuss this matter with Bon and contact the school if further information or clarification is needed.

Sincerely,

Ms Carolyn McMurtrie
 Head Teacher

Mr Christopher Robertson
 Principal

Requirements for the Satisfactory Completion of a Stage 5 Course

The following information specifies those areas where Bon is failing to meet NESA course requirements:

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- followed the course developed or endorsed by the Board; and
- applied himself 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.

Failure to meet one or more of the conditions listed above forms the basis of this notification.

The following list notifies you of those tasks, requirements or outcomes not yet completed and/or for which Bon has not made a genuine attempt. In order for him to satisfy course requirements the following tasks, requirements or outcomes need to be satisfactorily completed.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
Assessment 1 - Essay on Hamlet	46%%	16/08/2020	Complete this essay and hand in	23/08/2020

Requirements for the satisfactory completion of a Stage 5 Course

Please complete and return this section to the Head Teacher John Smith.

I have received the letter dated Thursday, 27th February 2020 indicating that Bon Scott is in danger of not having satisfactorily completed his course in Music. I am aware that this course may not appear on their Record of School Achievement (RoSA). I am also aware that the 'N' determination may make my child ineligible to proceed to the Preliminary Course.

Parent/Guardian's Signature _____

Date _____

Student's Signature _____

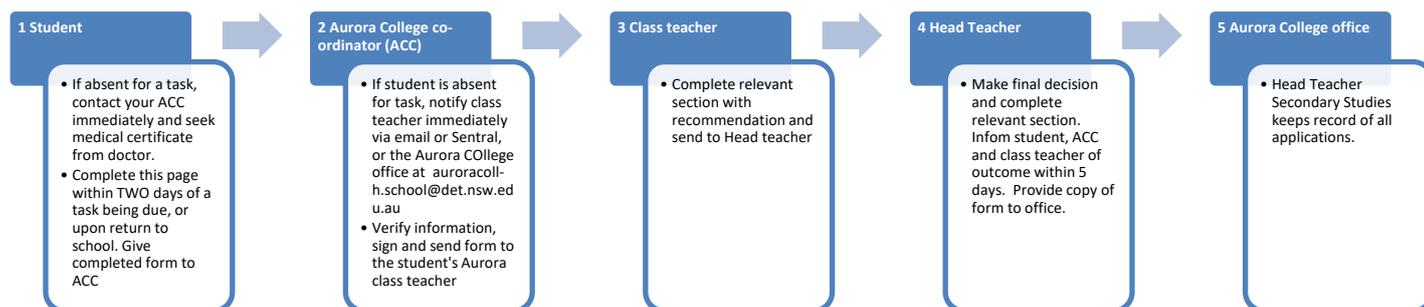
Date _____



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: ____/____/____

