



Arndell
Anglican College

Year 9

ASSESSMENT *Handbook*

2026



Assessment Guidelines | Years 7 – 10

Introduction

The following Assessment Policy provides an outline of assessment practice at Arndell Anglican College. It includes procedures for submission of tasks, late submissions, illness / misadventure and a summary of tasks students will have each Term. These times are indicative only and may be subject to change **with** notice to students. The purpose of this assessment summary is to assist students in managing their work schedule.

Assessment

Assessment is the process of gathering information and making judgements about student achievement. Assessments are an integral part of the learning process and can come in three forms:

- **Assessment for learning** involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.
- **Assessment as learning** occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning. This often comes in the form of project work.
- **Assessment of learning** assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching work or at the end of a unit, term or semester, and may be used to rank or grade students.

Assessment enables students:

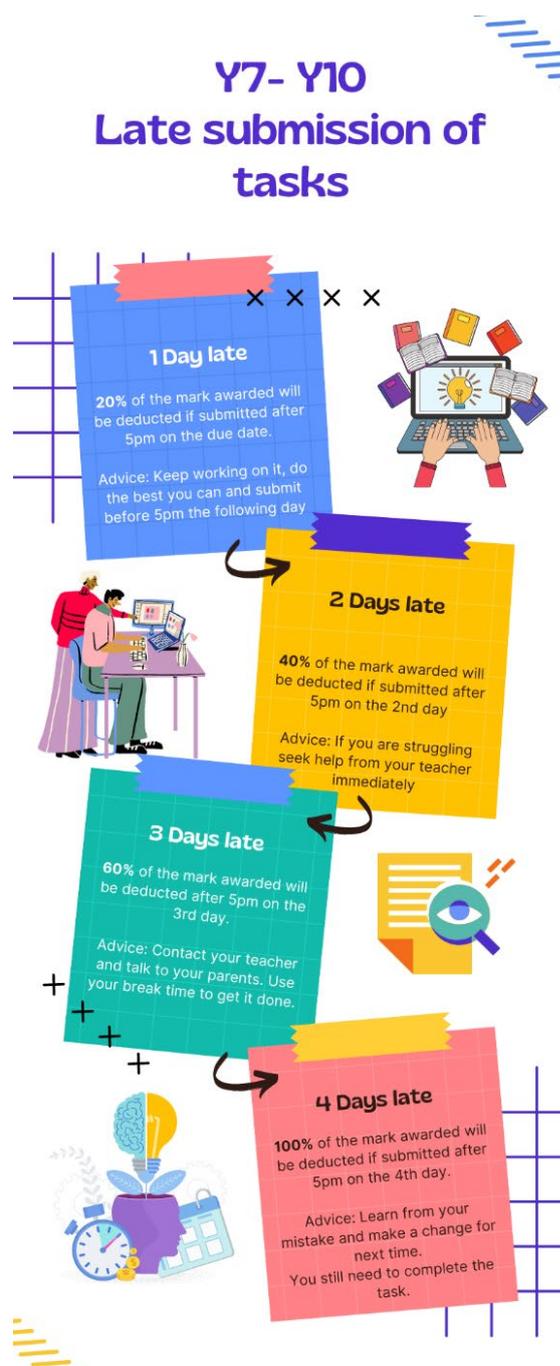
- to become reflective, confident and independent learners;
- to display the extent and depth of their learning;
- to set and achieve goals and meet deadlines;
- to develop self-criticism and self-direction;
- to assess the on-going and cumulative nature of their learning; and
- to appreciate and respond to the nature and variety of assessment styles.

Assessment enables teachers:

- to evaluate teaching and learning programmes;
- to plan and meet the individual needs of all students within the contexts of these programmes;
- to provide students and Parents / Guardian with honest and reliable information concerning the student's academic strengths and weaknesses;
- to identify possible learning difficulties and gather information that will help meet the needs of the individual students; and
- to make reasonable adjustments to homework and assessment for students with disabilities, in line with their ILP.

Assessment Guidelines for Parents / Guardians and Students

1. All tasks **MUST** be submitted by 5pm on the day the task is due, unless explicitly stated otherwise on the Assessment Notification. After this time, penalties for late submissions will occur. Students may present their task before the due date.
2. All tasks will be checked for plagiarism and penalties will apply if a student has used another's ideas or words as their own without proper referencing. Please see the following pages for a deeper understanding of the meaning of plagiarism.
3. Late submissions will incur a penalty as per below:
 - 1 day late - 20% deducted
 - 2 days late - 40% deducted
 - 3 days late - 60% deducted
 - 4 days late - 100% deducted
4. All tasks must be submitted, even if this is after the submission date. That way students still have the opportunity to demonstrate that they have met learning outcomes and receive valuable feedback.
5. The Head of Department may elect not to accept an assessment task from a student who frequently is absent from the College in the days prior to or on the day of an assessment task is due, thereby gaining an advantage of extra preparation time. Students may be asked to provide evidence of absence, e.g., a Medical Certificate.
6. The failure to use technological equipment competently **DOES NOT** constitute a valid reason for late submission of a task. Students experiencing hardware issues should report to IT immediately either in person or via helpdesk@arndell.nsw.edu.au. Misadventure may be applied for, if hardware issues are experienced. Students are advised to make backup copies of assessment tasks to reduce the risk of any technological difficulty.
7. Oral / performance tasks are often completed in class time over several consecutive class periods. The teacher in charge will arrange the order of presentation. All students **MUST** be ready to present on the **FIRST** period set down for the task.



Missing a Task Due to Absence

If a student will miss an assessment task OR a formal examination due to an authorised College event such as an excursion or sport, the student should submit the task prior to the event. If this is not possible, they are to inform their teacher and make an alternative arrangement. They are required to complete the Prior Arrangement Form. Students should expect to complete any in class task the very first day they return AFTER the authorised event.

If a student will miss a task due to extended leave from the College, for example a term time holiday, they must formally apply for Headmaster's Approved Leave and where possible, complete the task prior to leave. In addition to this application, students should complete a Prior Arrangement Form for the task.

Absence from a Task Due to Illness / Misadventure and Extension Requests

If a student is absent from the College on the day of any assessment task or examination and is unable to complete their assessment, then the following procedure must be followed:

1. On the morning of the absence, a Parent / Guardian must contact the class teacher and / or Head of Department by phone or email to notify of the absence. The relevant Illness / Misadventure Form will need to be submitted to the appropriate Head of Department.
2. If the student is in Years 7 - 9, The Head of Department will make a judgment and communicate with the student a decision relating to the absence and / or provide information about an alternative arrangement or new submission date.
3. If the student, in any year group, is absent from an examination in either of the formal examination periods (Half Yearly or Yearly) evidence of Illness / Misadventure must be provided to the Director of Curriculum. In the case of Illness, Appropriate Evidence may be a Dr Certificate. The Director of Curriculum will provide a judgement and communicate with the student a decision and / or provide information about an alternative arrangements to complete the Assessment Task.
4. If the student is in Year 10, an Illness / Misadventure Form must be completed by both the student and Parent / Guardian and submitted to the relevant Head of Department and then the Director of Curriculum. This must state the reason why the student was unable to attend school that day. Appropriate Evidence, for example a Medical Certificate, must be attached to the Illness / Misadventure Form. The Director of Curriculum will provide a judgement and communicate with the student a decision and / or provide information about an alternative arrangement or new submission date.
5. If no satisfactory evidence of illness or other documentation proving misadventure is produced, a student will be penalised as per the Late Submission of Task Penalties.
6. A student who is ill, or becomes ill, during a task should report the matter immediately to the teacher in charge. The teacher, and Head of Department, and if necessary the Director of Curriculum, will discuss with the student arrangements for a substitute task.
7. Unless stated otherwise, the task will be completed on the first day the student returns to school.

8. If a student would like to request an extension to a forthcoming task, based on a valid reason e.g. ongoing illness, please complete a Prior Arrangement Form no less than 3 days prior to the task due date. The Head of Department and / or Director of Curriculum will assess the application and inform the student of the amended due date if an extension is granted.

Malpractice During an Assessment Task

NESA states that “*Cheating or malpractice is dishonest behaviour by a student that gives them an unfair advantage over others*”. If a teacher finds substantial evidence that a student has engaged in any cheating or malpractice associated with an assessment task, the teacher will inform the student that the matter is to be reported to the Head of Department.

Listed examples of behaviour considered to be cheating are:

- copying, buying, stealing or borrowing someone else’s work (*including another students’ work*) in part or in whole and representing it as your own.
- using material directly from books, journals, CDs or the internet without acknowledging the source. **Plagiarism** (claiming someone else’s work or ideas as your own) is considered a serious offence by NESA. It is expected that students understand that all submissions will be a student’s own ideas and / or work. For online submissions, student work will automatically be checked for plagiarism using the inbuilt system within Canvas. While quotes can be included in a response it is essential that the source is acknowledged. Quotations are usually a brief segment of the text, appear between quotation marks and do not make up large proportions of the response.
- submitting work that contains large contributions from another person, such as a Parent / Guardian, coach or subject expert who is not acknowledged.
- submitting work that contains segments that are generated by AI sources, unless the Assessment Notification has clearly outlined how AI may be used in the task.

In cases of suspected malpractice, students are “*required to demonstrate that all unacknowledged work is entirely their own*” (ACE 9022, ACE 9023). Therefore, in situations where students are suspected of malpractice, the Head of Department, in collaboration with the Director of Curriculum 7-12, will investigate the suspicion.

If malpractice is proven, the student may receive a deduction of marks anywhere between 10% - 100% for the task.

Strategies and safeguards students can put in place to demonstrate that their work is their own:

- Complete work in a Google Doc that is shared with the classroom teacher. By doing so, drafting and editing can be tracked and reviewed.
- Work consistently on the task throughout the assessment period, both during assessment task lessons and at home. Do not complete the task at the last minute, as the temptation for malpractice is much greater when students are working under tight time pressures.
- Seek assistance and feedback from the classroom teacher throughout the assessment process.

Rules Governing the Notification of Assessment Tasks

The College will give written indication to students concerning the nature of the task, the outcomes being assessed, the weighting of the task and where appropriate, the marking guidelines to be used. Tasks will also be emailed to each year group and / or uploaded onto the CANVAS platform. If the student is absent on the day the task was issued, it is the responsibility of the student to ask the teacher for missed classwork, including assessment notifications, and to regularly check their student email / CANVAS page for information regarding assessments.

Students will be given a minimum of 2 weeks' notice of a task, unless the task is part of an ongoing assessment, where the skills are demonstrated in class on a continuous basis.

Resubmission of Tasks

Students are responsible for ensuring that they submit a serious attempt at their assignments. If an assignment does not meet the minimum requirements of the task or is significantly below the student's ability level a Head of Department may choose to ask the student to resubmit the task.

If this occurs the student will be notified in writing by the Head of Department of both the reason for resubmission and the date it is required by.

Failure to resubmit will incur disciplinary action being taken and counselling with the Head of School and/or Director of Curriculum.

Appealing Against Assessment Results

Students should note that assessment marks given to tasks are not normally altered. However, should there be grounds to appeal an assessment result the following can be applied.

To make an Appeal regarding an assessment task or examination a student must:

- Appeal in writing to the Head of Department within five term days of receiving the result for the task clearly stating the grounds for the appeal. The Head of Department will investigate and report back to the student their findings.
- If unsatisfied, students and their Parents / Carers should communicate a request for appeal, in writing to the Director of Curriculum 7-12. The appeal will be considered by a panel made up of the Director of Curriculum 7 - 12, the relevant Head of Department and another Executive within one week of the date of lodgment of the written appeal. Please note that the Headmaster may elect to be part of that panel.
- The College will do everything in its power to resolve the matter.

Record of School Achievement (RoSA) for Year 10

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave the College before completing the Higher School Certificate (HSC). The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. Students will need to have completed the mandatory requirements for Years 7 - 10 to be eligible for a RoSA.

Awarding of Grades

Grading is a way of showing a student's level of achievement in a course in a way that can be compared fairly between individual students. A – E grades will be awarded for courses completed in Year 10 and after, up until the time a student receives their HSC result.

The student's marks from assessments will be used to allocate a grade for each student at the end of the course. The College will submit those grades to the NSW Education Standards (NESA) for moderation and then inclusion on the RoSA.

Satisfactory Course Completion Requirements

To satisfactorily complete a course, students must:

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

Satisfactory completion of courses is judged, in part, by the student's attendance and level of involvement in class, the assignments, homework etc. completed and their level of achievement.

A student does not qualify for RoSA if they leave school before the satisfactory completion of Year 10. A student may be granted an exemption from enrolment during Year 10 if they have secured an Apprenticeship or Traineeship and have the relevant paperwork completed.

The RoSA (Record of School Achievement) is the usual pre-requisite for entry into programmes of study leading toward the award of the Higher School Certificate and all trade certificated courses in the TAFE system.

Stage 5 Grading System

A system for grading students' performance in each subject is prescribed by the NSW Education Standards (NESA). Not all subjects are graded in the same way. The following information provides details of how grades will be awarded in each subject at the end of Year 10.

Grading In All Subjects

Grades for English, Mathematics, Science, History, Geography, elective subjects and Personal Development, Health and Physical Education are awarded in accord with the Performance Descriptors issued by the NSW Education Standards (NESA) for each subject.

Performance Descriptors are statements that summarise the observable and measurable features of a student's achievement. Performance descriptors have been established to measure five levels of achievement. ***Please note, the Performance Descriptors do not indicate failure and are not awarded in a predetermined ratio.***

The General Performance Descriptors

Subject teachers design assessment tasks to test knowledge and skills in each subject. The achievements of each student are then matched to the appropriate Performance Descriptor Grade. The choice of a particular grade will be made on the basis of its relationship to the best overall description of the student's achievement at the end of Year 10.

Grade	Description
A	<ul style="list-style-type: none"> • Extensive knowledge and understanding of content • Application of knowledge • Very high level of competence in the processes and skills • applies knowledge and skills in new situations
B	<ul style="list-style-type: none"> • Thorough knowledge and understanding of content • High level of competence in processes and skills • application of knowledge and skills in most situations
C	<ul style="list-style-type: none"> • Sound knowledge and understanding of main areas of content • Adequate level of competence in processes and skills
D	<ul style="list-style-type: none"> • Basic level of knowledge and understanding of content • Limited level of competence in processes and skills
E	<ul style="list-style-type: none"> • Elementary knowledge and understanding in few areas of content • Very limited competence in some of the processes and skills

Non-Award in Stage 5

An "N" award may be given to a student in any course of study if they do not satisfactorily complete the course in terms of one or more of the following:

- Attendance;
- Non-submission of assessable tasks;
- Failure to make a reasonable effort; or
- Failure to achieve minimum course outcomes.

The Headmaster makes the final decision about a student not satisfactorily completing a course, and a letter of notification will be issued to the student and their Parents / Guardians. This will result in the student not receiving a Record of Achievement in that course.

Students have the right to lodge a review through our Grievance Procedures.

YEAR 9 ASSESSMENT SUMMARY SHEET 2026

COURSE	WEEK DUE	TASK TITLE	WEIGHTING
TERM ONE			
09 PDHPE	5A - 9A	Striking Games Prac Assessment	25
09 Biblical Studies	6B	Mercy and Justice	50
09 History	7A	French Revolution Research Task	30
09 Science	7A	Energy Task	25
09 Agriculture (L2)	8B	Lamb marketing and Ethics Research	30
09 Child Studies (L1)	8B	Preparing for Parenthood	25
09 Commerce (L1/L2)	8B	Research Task	25
09 Engineering Technology (L1)	8B	Engineering Principles In-Class Test	20
09 Food Technology (L2)	8B	Food in Australia- Folio & Practical	25
09 Geography	8B	In class test	30
09 Mathematics Advanced	8B	In-class test	15
09 Mathematics Standard	8B	In-class test	15
09 Music (L1)	8B	Listening Assessment	20
09 Visual Arts (L1/L2)	8B	In class test	10
09 Drama (L2)	9A	Elements of Drama	30
09 English	9A	Essay	25
09 Industrial Technology -Timber (L1/L2)	9A	Practical test - Joints with report	35
09 Physical Activity and Sports Studies (L1/L2)	9A	Body Systems Topic Test	25
09 Visual Arts (L1/L2)	9A	Modern Art Movments Artmaking	25
TERM TWO			
09 PDHPE	2B	Media Campaign Respectful Relationships	25
09 Textiles Technology (L1)	2B	Lounge Pants	20
09 Geography	4B	Half Yearly Examination	30
09 Mathematics Advanced	4B	Half Yearly Examination	30
09 Mathematics Standard	4B	Half Yearly Examination	30
09 Science	4B	Half Yearly Examination	20
09 Music (L1)	5A	Group Performance	20
09 Child Studies (L1)	6B	Play & the Developing Child	25
09 Commerce (L1/L2)	6B	In class test	35
09 Physical Activity and Sports Studies (L1/L2)	7A	Fitness Evaluation	25
09 English	8B	Persuasive Writing	25
09 Drama (L2)	9A	Directing and Design Task	20
09 Industrial Technology Timber (L1/L2)	9A	Clock Face and Folio	20
09 Visual Arts (L1/L2)	9A	Ceramic Sculpture	25
09 Food Technology (L2)	10B	Food Selection and Health - Folio & Practical assessment	25
TERM THREE			
09 Visual Arts (L1/L2)	1A	Oceania Ceramic Artmaking	30
09 Engineering Technology (L1)	2B	Bridges- Report & Presentation	45
09 Textiles Technology (L1)	2B	Children's Fabric Book	35
09 Child Studies (L1)	6B	Conception to Birth - Research	25
09 History	6B	In class task	30
09 Science	6B	Student Research Project (SRP)	25
09 Mathematics Advanced	7A	In-class Test	20
09 Mathematics Standard	7A	In-class Test	20
09 Music (L1)	7A	Composition	30
09 PDHPE	7A	Dance Practical Task	25
09 Agriculture (L2)	8B	Seed Germination Experimental Design	40
09 English	8B	Creative Writing	20
09 Physical Activity and Sports Studies (L1/L2)	8B	Event Management Folio	25
09 Drama (L2)	9A	Production and Performance Task	20
09 Visual Arts (L1/L2)	9A	Fanzine and Wearable	20
09 Food Technology (L2)	10B	Food for special needs - Folio and Practical Assessment	25
TERM FOUR			
09 Geography	2B	Environmental Change Research Task	40
09 PDHPE	2B	In Class Written Response	25
09 Engineering Technology (L1)	2B	Excavator Project Report	35
09 Industrial Technology Timber (L1/L2)	2B	Step Ladder	45
09 Textiles Technology (L1)	2B	Bag That	30
09 Biblical Studies	3A	Parable Children's Book	50
09 Food Technology (L2)	3A	Yearly Examination	25
09 Commerce (L1/L2)	3A	Market Day Submission task	40
09 Child Studies (L1)	3A	Yearly Examination	30
09 Physical Activity and Sports Studies (L1/L2)	3A	Yearly Examination	25
09 English	4B	Yearly Examination	30
09 History	4B	Yearly Examination	40
09 Mathematics Advanced	4B	Yearly Examination	35
09 Mathematics Standard	4B	Yearly Examination	35
09 Science	4B	Yearly Examination	30
09 Visual Arts (L1/L2)	4B	Yearly Examination	30
09 Textiles Technology (L1)	5A	In Class Yearly Examination	15
09 Drama (L2)	5A	Melodrama	30
09 Music (L1)	5A	Musicology & Performance	30
09 Agriculture (L2)	6B	Yearly Examination	30

