

YEAR 10

2026 ASSESSMENT HANDBOOK

FOREWORD

Welcome to Year 10, the last year of your Stage 5 studies. This year will provide you with opportunities to expand your knowledge and understanding of key concepts learnt during Stage 4 and Year 9 in preparation for your post school intentions or Stage 6 studies. You will also continue the completion of elective courses, where you will refine skills in two subjects of your own choice. For some, this may be an extension on the electives experienced in Year 9, and for others, your electives will be completely new. Naturally, as you progress through Year 10, you will begin to notice an increase in the number and complexity of the formal and informal assessments. This handbook has been designed to assist you in being organised and aware of the procedures and processes which support effective assessment at Mount Carmel Catholic College, and will become a valuable addition to your planning and preparations for the year ahead.

The following pages are designed to give you necessary information regarding assessment procedures for Year 10. Each of your teachers will work with you to provide you with learning opportunities that aim to achieve maximum results. Your teachers will challenge you to exceed your own expectations and to achieve excellence in each of the subjects that you will experience throughout this year. This handbook contains information about the internal assessment program at the College as well as additional information which supports effective assessment.

It is your responsibility to be aware of our expectations with regards to assessment as outlined in this booklet, and so this should become a useful and familiar resource for you to remain organised and aware of procedures that must be adhered to. As always, if you have any questions regarding the information outlined on the pages that follow, please do not hesitate to contact the College to clarify. We wish you all the best in Year 10 and look forward to supporting you as you commence your secondary education at Mount Carmel Catholic College.

Mr Stephen Lo Cascio

Principal

Ms Chardy Miller

Leader of Learning - Curriculum Pedagogy

Mrs Cristina Macri

Acting Year 10 Coordinator

GLOSSARY OF ACRONYMS & KEY TERMS

ATAR	"The Australian Tertiary Admission Rank (ATAR) is a number between 0.00 and 99.95 that indicates a student's position relative to all the students in their age group (i.e. all 16 to 20 year olds in NSW). So, an ATAR of 80.00 means that you are 20 per cent from the top of your age group (not your Year 12 group)" (UAC, 2021)
HSC	The Higher School Certificate (HSC) "is the highest level of attainment you can reach at school" (NESA, 2021)
Informal Assessment	"Informal assessment includes activities undertaken and anecdotal evidence gathered throughout the teaching and learning process in a less prescribed manner than formal assessment. Informal assessment may include a range of strategies including class work and work in progress, questioning, class discussion, group work, observations and monitoring, student self-evaluation and reflection, and peer feedback" (NESA, 2021).
Formal Assessment	"Formal school-based assessment provides opportunities to gather evidence about student achievement of syllabus outcomes in different ways to the HSC examinations. Formal assessment tasks are those which students undertake as part of the school-based assessment program, reflecting specific course requirements, components and weightings" (NESA, 2021).
Formative Assessment	Formative assessment is any form of assessment that occurs throughout the learning process, providing teachers with an opportunity to provide ongoing feedback throughout the learning and teaching process.
NESA	The NSW Education Standards Authority (NESA) is an independent statutory authority who "support the school sectors to deliver the best possible outcomes for students through high-quality syllabuses, assessment, teaching standards and school environments" (NESA, 2021)
RoSA	NESA "issues the Record of School Achievement (RoSA) to eligible students who leave school 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. This could be between the end of Year 10 up until and including some results from Year 12" (NESA, 2021).
Summative Assessment	Summative assessment is the assessment that occurs at the conclusion of a unit of work or course, and provides the student with an opportunity to reflect their knowledge and understanding or skills attained as a result of the learning that took place.
Syllabus	Each course has a corresponding syllabus which provides an overview of knowledge, understanding, skills, values and attitudes that students are expected to develop at each stage of learning through providing outcomes, content and other requirements that teachers must follow when programming.
Transcript of Study	Students who leave school after year 10 and do not meet RoSA requirements will be awarded a Transcript of Study to reflect courses that have been satisfactorily completed.

STAGE 5 STUDIES

THE RECORD OF SCHOOL ACHIEVEMENT

"The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school 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. This could be between the end of Year 10 up until and including some results from Year 12. The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses. The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning" (NESA, 2021).

At any time, all students in Years 11 and 12 can access an online eRecord to provide potential employers when seeking casual work via their Students Online account. Students who remain at school to complete their HSC will not receive a RoSA.

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- completed courses and the awarded grade based on the Common Grade Scale (see page 6)
- courses a student has participated in but did not complete before leaving school
- results of any minimum standard literacy and numeracy tests that may have been sat
- date the student left school.

It includes an A to E grade for all Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses, the student has satisfactorily completed. Students who leave school before finishing Year 10 are not eligible for a RoSA. If students leave after Year 10 and still don't meet RoSA requirements they will be issued with a *Transcript of Study*. The *Transcript of Study* contains the same information as the RoSA for courses satisfactorily completed.

STAGE 5 STUDIES

COMMON PERFORMANCE DESCRIPTORS & THE COMMON GRADE SCALE

Course Performance Descriptors are used as a guideline for each criteria. These can be found below the **Assessment** section on the relevant syllabus page on the NESA website. The Common Grade Scale is used to assign grades for students in Stage 5 courses that do not have subject-specific course performance descriptors. These include Content Endorsed Courses such as Physical Activity and Sport Studies.

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

Source: NESA. (2021). *Common Grade Scale*. Retrieved from https://educationstandards.nsw.edu.au

ASSESSMENT

STRUCTURE & PURPOSE

The College's Assessment Policy, which is contained in this Handbook, has been designed so that no student can be advantaged or disadvantaged by the College's system of assessment. Assessment at Mount Carmel encourages the progressive development of skills and knowledge while ensuring:

- consistency across subjects and courses
- fairness in marking and reporting
- coordination of the assessment program to ease the load on students.

Assessment is defined as 'the process of gathering and interpreting information about the development of student learning'. We promote:

Assessment of learning	which 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. The effectiveness of assessment of learning for grading or ranking purposes depends on the validity, reliability and weighting placed on any one task.
Assessment as learning	which 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.
Assessment for learning	which 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.

Source: NESA. (2021). *Assessment for, as and of learning.* Retrieved from https://educationstandards.nsw.edu.au

This handbook outlines the formal assessments which account for the Assessment of Learning. Note that in the assessment schedules published in this handbook:

- the same outcomes may be assessed by more than one task.
- one task can assess more than one component.

It is a requirement of the Year 10 school assessment program that for each course taught, schools must establish a program of assessment tasks.

ASSESSMENT

ASSESSING STUDENT PERFORMANCE

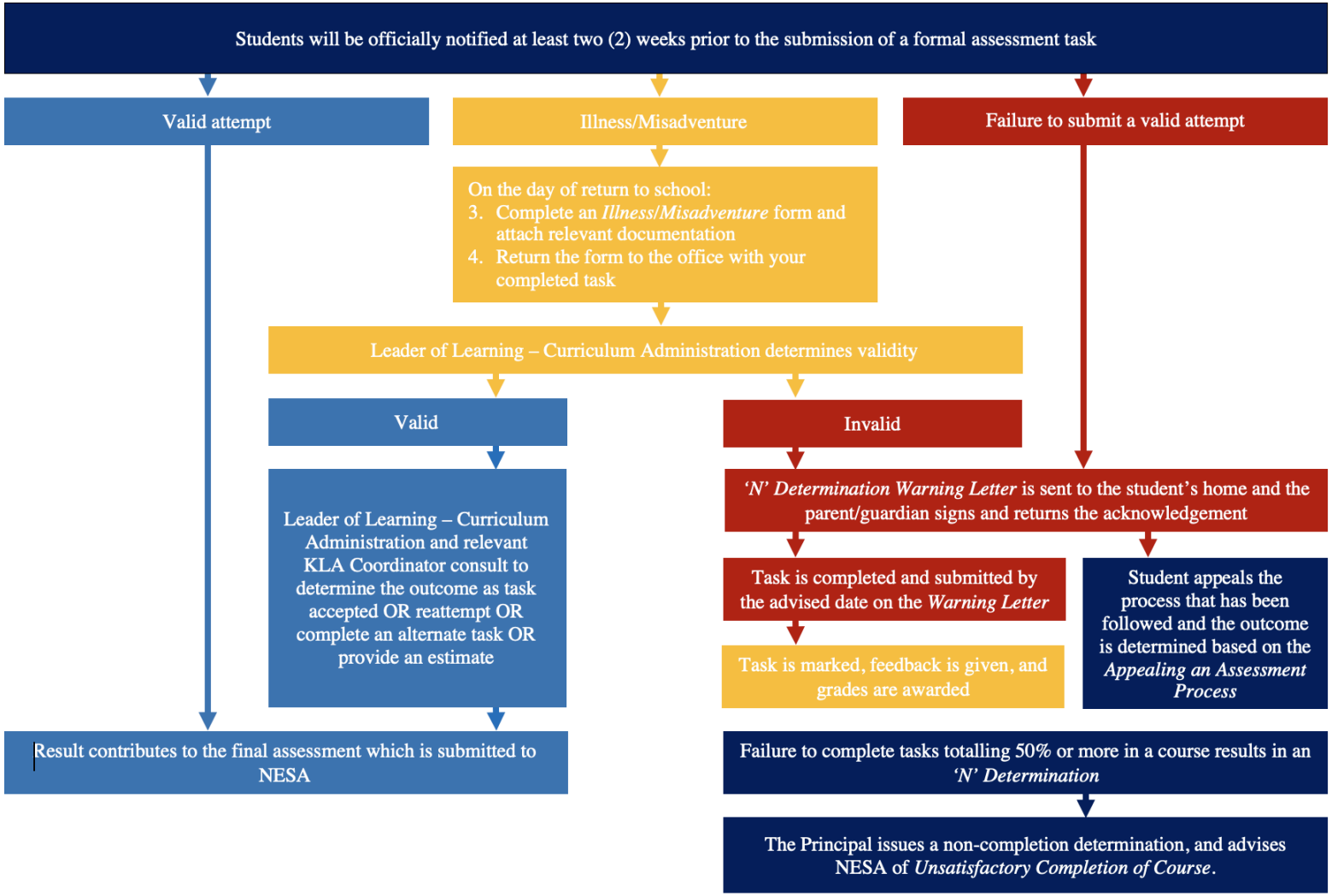
In each KLA, student performance is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. The type of assessment activity and the way evidence of learning will be gathered will vary depending on the:

- outcomes being assessed
- evidence to be gathered
- teaching and learning activity
- context
- students' learning needs

Student performance in all KLAs is **monitored** and **recorded** through the practices of frequent teacher interaction with individual and small groups of students and of making appropriate notations of student achievement. Notations may include but are not limited to feedback on student work, performance on individual tasks as determined by criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.

ASSESSMENT OF LEARNING

OVERVIEW OF THE PROCESS OF NOTIFICATION & SUBMISSION



ASSESSMENT OF LEARNING

FREQUENCY, SCHEDULING & SUBMISSION OF TASKS

Task Due Dates

Formal assessments will begin in Term 1, 2026 and they will conclude at the end of Term 4, 2026. Formal Assessment is limited so that students will generally complete two (2) tasks for each course. Due dates are indicated by term and week for assessment tasks in the schedules for each course contained in this booklet. You will receive written notification of the assessment task at least two (2) weeks before the task is due. If you are absent on the day a task notification is distributed, it is **your** responsibility to check your email as all tasks distributed to students will be communicated digitally on the same day. Absence on the day a task is distributed will **not** constitute grounds for an appeal.

Procedures for Task Submission

- All tasks are to be completed and submitted by the specified date to the KLA Coordinator or Subject Teacher at the designated place (as notified by the teacher) by 8:40am
- If the task is to be completed in class it is to be submitted at the prescribed time.
- Tasks are **not** to be handed to teachers during a lesson or left in a teacher's pigeonhole

Late Submissions

A task submitted after 8:40am will be recorded as 'Late', a zero mark will be awarded, and you will be required to submit an *Illness/Misadventure* form with reasons why the mark for the task should be altered. Regardless of the reason, if an assignment is submitted late you must report immediately to Student Services, complete an *Illness/Misadventure* form and then submit the task with the *Illness/Misadventure* form attached. All late tasks are to be handed in at the College Office and signed in to a member of the office staff.

Pre-Approved Leave From The College Principal

All known leave for pressing family or medical reasons must be approved by the College Principal by applying for known leave to the College Principal in writing at least four (4) weeks in advance via the form. Students who will be absent for more than **twenty** (20) school days must apply for an *Exemption from School Attendance*. This will then be passed onto the College Principal for review in accordance with Government requirements. The *Reschedule of Task* process may need to be followed and students should liaise with the Leader of Learning - Curriculum Pedagogy.

ASSESSMENT OF LEARNING

FREQUENCY, SCHEDULING & SUBMISSION OF TASKS

Tasks Due During College Representation

No extension of submission time for an assessment will be granted due to a student Representing the College (e.g sport, leadership, catechist program). Failure to submit an assessment that is missed due to College Representation will not be upheld as an appeal. If you are absent at the time an assessment is due as a result of College Representation, you must complete a *Request to Reschedule a Task* form (collected from the Leader of Learning - Curriculum Administration) and return this no later than two (2) weeks prior to the due date of the task. A suitable alternate time for task completion will be organised upon submission of this form. All hand in tasks must be submitted to the KLA Coordinator or Class Teacher prior to the period of College Representation or digitally before 8:40am on the due date of the task.

ASSESSMENT POLICIES & PROCEDURES

ILLNESS & MISADVENTURE

We understand that there may be unpredicted incidents which influence your capacity to complete or submit a task on the due date. These reasons are categorised as **Illness** or **Misadventure**. In every instance of absence on the day of a task, it is best practice to contact the College Office before 8:40am and leave a message for your Year Coordinator and the relevant Class Teacher. Please note that in the event of an absence prior to an assessment or examination block a student may be asked to provide documentation (medical or otherwise) to explain the absence. To avoid being awarded a **zero** mark for non submission/completion of a task, proof must be provided in either of the following forms:

1. **Illness:** An Illness/Misadventure form must be completed by a Registered Medical Practitioner for a student's absence from school where the student was unable to submit or complete an assessment task that day. Please note that as per NESA requirements, a medical certificate alone is **not** considered sufficient evidence.
2. **Misadventure:** Reasons include public transport delays or car breakdowns, unexpected family circumstances are considered reasons for misadventure. In this instance, a letter from your parent/guardian will be required and this will be verified with a phone call. Failure of computer systems, incompatibility of systems or disk errors are **not** an acceptable reason for failing to submit work on time. Students are reminded of the importance to back up all work completed on Google Drive.

On the first day back from your absence, please submit the Illness/Misadventure form with the required documentation and your completed task (if the task is a hand in submission). If you miss an examination or an in class task, please assume that you will complete a substitute task at the first available opportunity. Students must communicate with the Leader of Learning - Curriculum Pedagogy or the Leader of Learning - Curriculum Administration to make arrangements for missed assessments.

ASSESSMENT POLICIES & PROCEDURES

ACADEMIC MALPRACTICE

The academic honesty of students completing assessment tasks, exams, and tests is critical to the integrity of their learning and subsequent grade allocation. Dishonest behaviour and/or any attempt carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the **RoSA** and constitutes malpractice. All forms of academic dishonesty are unacceptable.

Malpractice is any dishonest behaviour and/or attempt to gain an unfair advantage over other students, and/or knowingly assisting other students to engage in malpractice. Breaches of exam/test rules, and malpractice in any form including plagiarism, collusion, and misrepresentation, is unacceptable. Allegations of malpractice are treated very seriously and detected malpractice may jeopardise a student's award and achievement of the RoSA. All suspected breaches of exam/test rules and/or malpractice will be investigated and may be penalised. Student conduct amounting to breaches of exam/test rules and/or malpractice may range from unintentional failures to comply with College rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing. Students are responsible for knowing and complying with the College rules and policies regarding malpractice.

Types of malpractice

Misrepresentation

1. Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.
2. Misrepresentation can include but is not limited to:
    a. making up journal entries for a project, and/or
    b. submitting falsified or altered documents, and/or
    c. impersonating another student, and/or
    d. referencing non-existent sources, and/or
    e. contriving false explanations to explain work not handed in by the due date.

Plagiarism

1. Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.
2. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.

3. Plagiarism includes but is not limited to:
    a. copying someone else's work in part or in whole, and presenting it as their own, and/or
    b. using material directly from books, journals, the internet, generative artificial intelligence or any other offline/online resources, without appropriate acknowledgement of the authors and/or source.

Collusion

1. Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.
2. Collusion includes but is not limited to:
    a. sharing answers to an assessment with other students through any medium, and/or
    b. submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
    c. contract cheating by outsourcing work to a third party, and/or
    d. unauthorised use of artificial intelligence technologies.

Additionally, malpractice includes:

- breaching College examination rules (such as bringing in a mobile phone or electronic device or notes or disrupting the exam room and not complying with instructions)
- providing fraudulent evidence in applications for disability provisions or illness/ misadventure

If a student's work is found to exhibit malpractice, a zero mark is likely to be allocated and parents will be informed in writing. Students who engage in Malpractice may consequently be required to re-attempt a task and complete an afterschool detention. Students are advised to protect themselves from malpractice at all times by ensuring that they submit their own work and avoid sharing work with other students.

ASSESSMENT POLICIES & PROCEDURES

ASSESSMENT REVIEW PROCESSES

Assessment Review Process - Malpractice

If a student's behavior during an assessment task or submitted work is found to exhibit evidence of malpractice it will be reviewed by a panel consisting of three members from the College Leadership and KLA Coordinators. The panel will review each malpractice case on its merits, considering all the issues, in order to arrive at a fair conclusion and determine the outcome. Students and parents will be informed in writing of the outcome of this malpractice review. Potential outcomes of an Assessment Review for malpractice may include, zero marks awarded or reduction in marks and/or re-attempt/re-submission of the assessment task.

Assessment Review Process - Request a Review of Result

Students receive feedback on their performance in a task. This feedback will include achievement against the task marking criteria and possibly additional written comment. A student may only appeal an Assessment Task Result on the basis that processes were not correctly followed. This appeal is initiated by completing a *Request to Review Assessment Process* form and lodging it to the Leader of Learning - Curriculum Administration within two (2) school days of the task being returned. **Evidence must be provided citing the marking criteria and any additional written comment provided by the marker(s).** The process will be reviewed by the Leader of Learning - Curriculum Pedagogy and Leader of Learning - Curriculum Administration and/or KLA Coordinator to determine if the process was correctly followed. Students who have lodged an appeal will be notified of the outcome in writing.

Issues with Technology that Influence Task Submission

The use of technology (e.g. word processors, computer printers) is your responsibility. No allowances will be made for problems related to technical malfunctions. The College will not accept assessment tasks submitted on a portable storage device. It is recommended that students use Google Drive as an additional storage location of assessments in all circumstances. All draft work completed on a computer should be backed up by the student. An additional safeguard in an emergency is that you can email the task to the Class Teacher if you experience a printing failure the night before submitting a task. Students who experience technology failure should submit drafts of the assessment task. Failure to comply with the procedures as listed above will result in a zero for the task concerned.

Declaring a Task as 'Void'

The Principal reserves the right to 'void' a task or change the weighting if the results are invalid or unreliable. This means that no marks are awarded to any student for a particular task or part of a task. You will be informed in writing in these circumstances.

ASSESSMENT POLICIES & PROCEDURES

NON COMPLETION OF COURSE REQUIREMENTS (‘N’ DETERMINATION)

NESA expects that each student will complete all assessment tasks. Failure to complete a task will seriously place at risk the student’s chance of achieving a satisfactory completion of a Year 10 course. In cases of non-satisfactory completion, an ‘N’ Determination will be submitted to NESA. Non-completion of course requirements may include instances where a student:

- has not submitted the task by the due date or time
- fails to provide an acceptable reason for an absence from an assessment task
- has not satisfactorily completed coursework (this may include circumstances resulting from high absenteeism)

Warning Letters

If it appears that a student is at risk of not satisfactorily completing a Year 10 course, a warning letter will be issued. Parents/guardians will be advised, in writing by the Principal, of the need to correct the problem and alert them to the possible consequences of receiving an ‘N’ determination. Following the first warning letter, if the task is still not satisfactorily completed within the specified time, then a second warning letter will be issued. A second ‘N’ warning letter may also be issued for failure to meet subsequent assessment tasks or course requirements. This may be considered sufficient documentation for an ‘N’ Determination for that course.

‘N’ Determination

This is the decision made by the Principal at the end of the course, under delegated authority from NESA, that a student has not satisfactorily completed a course. Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The Principal may then apply the ‘N’ determination.

ASSESSMENT POLICIES & PROCEDURES

APPEALING 'N' DETERMINATIONS

Appeals Against 'N' Determinations

Where a Principal has determined that a student is to be issued with an 'N' Determination in any course, the *Principal's Determination* form should be completed and a copy given, together with the *Student Appeal* form, to the student, or sent to the student's home address. Principals must also advise the student's parents or guardians in writing of their right to appeal against the Principal's determination.

NESA will review appeals only on the information submitted with the *Principal's Determination* form, the *Student Appeal* form and the *School Review – Principal's Report* form. Copies of all warning letters that were sent must be included. If a student does not wish to appeal to NESA, the completed *Principal's Determination* form should be retained at the school.

Completion of Appeal Forms

If a student appeals to the school and the student's appeal is successful at the school level, both the *Principal's Determination* form and the *Student Appeal* form should be retained at the school. NESA must be advised so that the 'N' determination may be removed and the alternative grade/assessment mark recorded.

If the student's appeal is unsuccessful at the school level, the *Principal's Determination* form, the *Student Appeal* form, the *School Review – Principal's Report* form and any other relevant documentation should be retained at the school unless the student wishes to appeal to NESA in which case all forms and copies of warning letters must be sent to NESA for review of the appeal. The appropriate forms relating to 'N' determinations must be submitted to NESA by the dates specified by NESA.

ASSESSMENT SCHEDULES

UNDERSTANDING ASSESSMENT SCHEDULES

When reading a course assessment schedule it is important to remember:

- there are generally two (2) tasks in each schedule that need to be undertaken
- a range of assessment tasks are used as outlined in the syllabus
- the types of tasks used for internal assessment are broad. This gives students the opportunity to demonstrate their achievement of the standards in different ways. A broader range of tasks also allows a wider range of outcomes to be assessed.

When reading each schedule, refer to the guide below to interpret the information presented.

Due Date: A term and week will be specified. The specific date that the task is due will be indicated on the task notification. The due date refers to the date the task must be submitted/completed. Make note of this in your student diary. All hand in tasks must be submitted by 8:40am.

Task Type: You will be assessed using a range of assessment strategies. This section provides some insight into the format of each task e.g. Report, In-class Test, Research Project.

Mode: At times, tasks will be completed during an assigned lesson (in class), or you may be expected to submit the task by 8:40am on the due date (hand in). This section indicates the mode of the task, and therefore the time that it must be submitted/completed.

Areas for Assessment: Throughout the year, you will be assessed on your ability to demonstrate your knowledge, understanding and skills based on the syllabus for each course. The syllabus specifies areas of assessment which you will be assessed on.

YEAR COURSE

CATHOLIC STUDIES

20XX ASSESSMENT PLAN

The purpose of assessment in Catholic Studies is to provide you with opportunities to demonstrate your ability in the achievement of course outcomes. Assessment will take a number of forms including completion and competence in class work, informal assessment, and formal assessment.
The Common Formal Assessment experiences are set out below:

Task Number	Task One	Task Two	Task Three
Due Date	Term 2, Week 6 dd/mm/yyyy	Term 3, Week 6 dd/mm/yyyy	Term 4, Week 3 dd/mm/yyyy
Task Type	Test	Presentation	Research
Mode	In Class	Hand In	Hand In

Areas for Assessment	Sacred Scriptures	Affirming Human Dignity	Stewards of Creation
Knowledge	Articulates an understanding of the core beliefs of the Catholic Tradition Describes the structure of the Bible and some of its principle themes	Identifies that being human involves rights and responsibilities. Recognises the inherent dignity of all people	Understands that human beings participate in, contribute to and are responsible for God's creation.
Skills	Investigates and identifies the key characteristics of Catholic communities. Locates and explore and draw meaning from a range of scripture passages	Applies Christian beliefs and principles to decision making processes	Explores and identifies ways by which people may be stewards of creation.
Communication	Demonstrates religious literacy through written, oral and/or visual means.	Demonstrates religious literacy through written, oral and/or visual means.	Demonstrates religious literacy through written, oral and/or visual means.

YEAR 10 MANDATORY COURSE

CATHOLIC STUDIES

2026 ASSESSMENT PLAN

The purpose of assessment in Catholic Studies is to provide you with opportunities to demonstrate your ability in the achievement of course outcomes. Assessment will take a number of forms including completion and competence in class work, informal assessment, and formal assessment. The Common Formal Assessment experiences are set out below:

	Task Number	**Task One**	**Task Two**	**Task Three**
	Due Date	Term 1, Week 7 12 & 13/03/2026	Term 2, Week 3 06 & 07/05/2026	Term 4, Week 1 15/10/2026
	Task Type	**Test**	**Research**	**Presentation**
	Mode	In Class	Hand in and In Class	Hand In and In Class
Areas for Assessment		**The Gospels: Who do people say that I am?**	**Sacraments of Service**	**Ecumenism and Interfaith Dialogue**
Knowledge		Provides an exegesis of a synoptic Gospel.	Understands the nature and importance of the Sacraments of Holy Orders and Matrimony in the lives of the faithful.	Details the core beliefs and practices of the major Christian denominations and some of the non-Christian Faith Traditions.
Skills		Analyses and classifies points of comparison and contrast between the synoptic Gospels.	Investigates the range of ministries through which baptised persons can live out their vocation.	Analyses and classifies aspects of commonality and difference between the Christian denominations, and also between the Abrahamic faiths.
Communication		Demonstrates religious literacy through written, oral and/or visual means.	Demonstrates religious literacy through written, oral and/or visual means.	Demonstrates religious literacy through written, oral and/or visual means.

YEAR 10 MANDATORY COURSE

ENGLISH

2026 ASSESSMENT PLAN

The purpose of assessment in English is to provide you with opportunities to demonstrate your ability in the achievement of course outcomes. Assessment will take a number of forms including completion and competence in class work, informal assessment, and formal assessment. The Common Formal Assessment experiences are set out below:

	Task Number	Task One	Task Two
	Due Date	Term 1, Week 10 30/03/2026	Term 3, Week 9 17/09/2026
	Task Type	**Imaginative Recreation**	**Critical Response**
	Mode	In Class	In Class
Areas for Assessment			
Reading, viewing and listening to texts		EN5-RVL-01	EN5-RVL-01
Understanding and responding to texts		EN5-URB-01	EN5-URA-01 EN5-URB-01
Expressing ideas and composing texts		EN5-ECA-01	EN5-ECA-01

YEAR 10 MANDATORY COURSE

GEOGRAPHY & HISTORY

2026 ASSESSMENT PLAN

The purpose of assessment in Geography and History is to provide you with opportunities to demonstrate your ability in the achievement of course outcomes. Assessment will take a number of forms including completion and competence in class work, informal assessment, and formal assessment. The Common Formal Assessment experiences are set out below:

	Task Number	Task One	Task Two
	Due Date	Term 1, Week 9 23/03/2026	Term 3, Week 10 21/09/2026
	Task Type	**Stimulus and Skills Based Task**	**Source Based Task**
	Mode	In Class	In Class
Areas for Assessment		**Geography**	**History**
Knowledge		GE5-1, GE5-5	HT5-3
Skills and inquiry		GE5-7	HT5-5, HT5-6
Communication		GE5-8	HT5-9

YEAR 10 MANDATORY COURSE

MATHEMATICS CORE

2026 ASSESSMENT PLAN

The purpose of assessment in Mathematics is to provide you with opportunities to demonstrate your ability in the achievement of course outcomes. Assessment will take a number of forms including completion and competence in class work, informal assessment, and formal assessment. Grades for all tasks will be allocated using the NESA Common grading scale.
The Common Formal Assessment experiences are set out below:

	Task Number	**Task One**	**Task Two**
	Due Date	Term 2, Week 5 18/05/2026	Term 3, Week 6 24/08/2026
	Task Type	**Topic Test**	**Topic Test**
	Mode	In Class	In Class
Areas for Assessment			
Working mathematically		MAO-WM-01	MAO-WM-01
Number and algebra		MA5-FIN-C-02	MA5-RAT-P-01, MA5-RAT-P-02
Measurement and geometry			MA5-TRG-P-01
Statistics and probability		MA5-PRO-C-01, MA5-PRO-P-01	MA5-DAT-C-02, MA5-DAT-P-01

YEAR 10 MANDATORY COURSE

MATHEMATICS PATHS

2026 ASSESSMENT PLAN

The purpose of assessment in Mathematics is to provide you with opportunities to demonstrate your ability in the achievement of course outcomes. Assessment will take a number of forms including completion and competence in class work, informal assessment, and formal assessment. Grades for all tasks will be allocated using the NESA Common grading scale.
The Common Formal Assessment experiences are set out below:

	Task Number	**Task One**	**Task Two**
	Due Date	Term 2, Week 5 18/05/2026	Term 3, Week 6 24/08/2026
	Task Type	**Topic Test**	**Topic Test**
	Mode	In Class	In Class
Areas for Assessment			
Working mathematically		MAO-WM-01	MAO-WM-01
Number and algebra		MA5-FIN-C-02, MA5-FNC-P-01	MA5-RAT-P-01, MA5-RAT-P-02
Measurement and geometry			MA5-TRG-P-01, MA5-TRG-P-02
Statistics and probability		MA5-PRO-C-01, MA5-PRO-P-01	MA5-DAT-C-02, MA5-DAT-P-01

YEAR 10 COURSE

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

2026 ASSESSMENT PLAN

The purpose of assessment in PDHPE is to provide students with opportunities to demonstrate their ability in the achievement of course outcomes. Assessment will take a number of forms including completion and competence in class work, informal assessment, and formal assessment. The Common Formal Assessment experiences are set out below:

	Task Number	**Task One**	**Task Two**
	Due Date	Term 1, Week 8 19/03/2026	Term 3, Week 9 17/09/2026
	Task Type	**In Class Response**	**Topic Test**
	Mode	In Class	In Class
Areas for Assessment		**Respectful Relationships**	**Road Safety**
Knowledge and Understanding		PD5-3, PD5-7	PD5-2, PD5-6, PD5-7
Skills		PD5-9, PD5-10	PD5-9

YEAR 10 MANDATORY COURSE

SCIENCE

2026 ASSESSMENT PLAN

The purpose of assessment in Science is to gather valid evidence of your learning to demonstrate your achievement of course outcomes, specifically focusing on your knowledge, understanding, and skills in Working Scientifically. Assessment is ongoing and takes various forms, ranging from competence in class work, mandatory Depth Studies, practical investigations, examinations, and self-reflection to formal grading.
The Common Formal Assessment experiences, are set out below:

	Task Number	**Task One**	**Task Two**
	Due Date	Term 1, Week 9 27/03/2026	Term 3, Week 8 11/09/2026
	Task Type	**Knowledge and Skills Test**	**Depth study**
	Mode	In Class	In Class with Hand In Component
Areas for Assessment		**Waves & Motion**	**Reactions**
Knowledge and understanding		SC5-WAM-01 SC5-WAM-02	
Problem solving		SC5-WS-07	
Analysis of information		SC5-WS-05, SC5-WS-06	SC5-WS-05, SC5-WS-06
Investigations			SC5-WS-01,SC5-WS-02, SC5-WS-03,,SC5-WS-04
Communication of information			SC5-WS-08

YEAR 10 ELECTIVE COURSE

CHILD STUDIES

2026 ASSESSMENT PLAN

The purpose of assessment in Child Studies is to provide students with opportunities to demonstrate their ability in the achievement of course outcomes. Assessment will take a number of forms including completion and competence in class work, informal assessment, and formal assessment. The Common Formal Assessment experiences are set out below:

	Task Number	**Task One**	**Task Two**
	Due Date	Term 2, Week 1 22/04/2026	Term 3, Week 9 16/09/2026
	Task Type	**Design, Create & Evaluate**	**In Class Response**
	Mode	Hand In and In Class Response	In Class
Areas for Assessment		**Module 5: Growth and Development** **Module 6: Play and the Developing Child**	**Module 11: Media and Technology in Childhood**
Knowledge and Understanding		CS5-1, CS5-4, CS5-5	CS5-3, CS5-4, CS5-5
Skills		CS-11	CS5-9

YEAR 10 ELECTIVE COURSE

COMMERCE

2026 ASSESSMENT PLAN

The purpose of assessment in Commerce is to provide you with opportunities to demonstrate your ability in the achievement of course outcomes. Assessment will take a number of forms including completion and competence in class work, informal assessment, and formal assessment. The Common Formal Assessment experiences are set out below:

	Task Number	**Task One**	**Task Two**
	Due Date	Term 2, Week 1 24/04/2026	Term 4, Week 2 23/10/2026
	Task Type	**Topic Test**	**Research Task**
	Mode	In Class	Hand In
Areas for Assessment		**Employment and Work Futures**	**Investing**
Knowledge and understanding		COM5-1 COM5-2	COM5-1
Skills and inquiry		COM5-4	COM5-5
Communication		COM5-8	COM5-7 COM5-8

YEAR 10 ELECTIVE COURSE

HISTORY ELECTIVE

2026 ASSESSMENT PLAN

The purpose of assessment in History Elective is to provide you with opportunities to demonstrate your ability in the achievement of course outcomes. Assessment will take a number of forms including completion and competence in class work, informal assessment, and formal assessment. The Common Formal Assessment experiences are set out below:

	Task Number	**Task One**	**Task Two**
	Due Date	Term 1, Week 10 31/03/2026	Term 3, Week 9 16/09/2026
	Task Type	**Source Based**	**Historical Investigation**
	Mode	In Class	Hand In
Areas for Assessment		**Topic: Digging for Truth- History, Heritage and Archaeology**	**Topic: Thematic: Myths and Legends**
Knowledge and understanding		HTE5.2, HTE5.1, HTE 5.5	HTE5.3, HTE5.4
Skills and inquiry		HTE5.6, HTE5.7	HTE5.7, HTE5.8
Communication		HTE 5.9, HTE5.10	HTE5.9, HTE5.10

YEAR 10 ELECTIVE COURSE

COMPUTING TECHNOLOGY

2026 ASSESSMENT PLAN

The purpose of assessment in Computing Technology is to provide opportunities to demonstrate your ability in the achievement of course outcomes. Assessment will take a number of forms including completion and competence in classwork, and assessment for, as and of learning. Assessment for, as and of learning approaches may include strategies such as collaborative activities, peer assessment, self-assessment, teacher observations, inquiry-based research activities, presentations and performance, and collections of student work.

	Knowledge and Understanding	**Design and Production Skills**
	• Design process • Research tasks • Evaluations • Project Portfolio • Investigations • Problem solving • Analysing problems • Small group and whole class discussions • Paired discussions • Design thinking • Systems thinking • Computational thinking • Student/teacher conferences • Collaboration • Questioning • Peer and self evaluations • Group projects	• Design drawings • Design tools- graphic representation • Concept sketches • Brainstorming • CAD drawings • Diagramming Techniques - Wireframing • Prototyping • Page layouts • Project Production • Software programming - Coding activities • Storyboarding • Website development • Video and Animations • Time management planning (Gantt charts) • Presentations • Testing and evaluating • Observations

YEAR 10 ELECTIVE COURSE

FOOD TECHNOLOGY

2026 ASSESSMENT PLAN

The purpose of assessment in Food Technology is to provide opportunities to demonstrate your ability in the achievement of course outcomes. Assessment will take a number of forms including completion and competence in classwork, and assessment for, as and of learning. Assessment for, as and of learning approaches may include strategies such as collaborative activities, peer assessment, self-assessment, teacher observations, inquiry-based research activities, presentations, and collections of student work.

	Knowledge and Understanding	**Design and Production Skills**
	• Design process • Research tasks • Evaluations • Investigations • Problem solving • Small group and whole class discussions • Paired discussions • Design thinking • Systems thinking • Student/teacher conferences • Collaboration • Questioning • Peer and self evaluations • Group projects	• Presentations • Testing and evaluating • Observations • Practical Food Preparation and Presentation • Workflow Planning • Use of Food Preparation Equipment • Techniques in making a variety of food items • Recognise the significant role of food in society • Demonstrate safe practices • Time planning

YEAR 10 ELECTIVE COURSE

INDUSTRIAL TECHNOLOGY TIMBER

2026 ASSESSMENT PLAN

The purpose of assessment in Industrial Technology is to provide opportunities to demonstrate your ability in the achievement of course outcomes. Assessment will take a number of forms including completion and competence in classwork, and assessment for, as and of learning. Assessment for, as and of learning approaches may include strategies such as collaborative activities, peer assessment, self-assessment, teacher observations, inquiry-based research activities, presentations, and collections of student work.

	Knowledge and Understanding	**Design and Production Skills**
	• Design process • Research tasks • Evaluations • Project Portfolio • Investigations • Problem solving • Analysing problems • Small group and whole class discussions • Paired discussions • Design thinking • Student/teacher conferences • Collaboration • Questioning • Peer and self evaluations • Group projects	• Design drawings • Concept sketches - annotated • CAD drawings • Understanding and application of WHS and Risk Management • Use of materials appropriate to design • Project cutting list and costing calculations • Joinery, Project prototypes and testing • Component manufacture • Equipment setting and maintenance • Safe use of tools and equipment • Project construction and finishing • Fitting of allied components and hardware • Time management planning (Gantt charts) • Presentations and Project portfolio • Testing and evaluating • Prototyping • Observations

YEAR 10 ELECTIVE COURSE

MUSIC

2026 ASSESSMENT PLAN

The purpose of assessment in Music is to provide you with opportunities to demonstrate your ability in the achievement of course outcomes. Assessment will take a number of forms including completion and competence in class work, informal assessment, and formal assessment. The Common Formal Assessment experiences are set out below:

	Task Number	Task One	Task Two
	Due Date	Term 1, Week 9 23/03/2026	Term 3, Week 9 15/09/2026
	Task Type	**Music for Small Ensembles Arrangement and Performance**	**Australian Music Composition**
	Mode	In Class	In Class
Areas for Assessment			
Performing		MU5-PER-01, MU5-PER-02	
Composing		MU5-COM-01	MU5-COM-01, MU5-COM-02
Listening		MU5-LIS-02	MU5-LIS-02

YEAR 10 ELECTIVE COURSE

PHYSICAL ACTIVITY & SPORT STUDIES (100 Hours)

2026 ASSESSMENT PLAN

The purpose of assessment in PASS is to provide students with opportunities to demonstrate their ability in the achievement of course outcomes. Assessment will take a number of forms including completion and competence in class work, informal assessment, and formal assessment. The Common Formal Assessment experiences are set out below:

	Task Number	**Task One**	**Task Two**
	Due Date	Term 2, Week 3 08/05/2026	Term 3, Week 10 24/09/2026
	Task Type	**Case Study**	**Collaborative Investigation**
	Mode	In Class	In Class
Areas for Assessment		**Body Systems and Energy for Physical Activity**	**Technology, Participation and Performance**
Knowledge and Understanding		PASS5-1, PASS5-2	PASS5-6
Skills		PASS5-10	PASS5-7, PASS5-10

YEAR 10 ELECTIVE COURSE

PHYSICAL ACTIVITY & SPORT STUDIES (200 Hours)

2026 ASSESSMENT PLAN

The purpose of assessment in PASS is to provide students with opportunities to demonstrate their ability in the achievement of course outcomes. Assessment will take a number of forms including completion and competence in class work, informal assessment, and formal assessment. The Common Formal Assessment experiences are set out below:

	Task Number	**Task One**	**Task Two**
	Due Date	Term 2, Week 3 07/05/2026	Term 3, Week 10 24/09/2026
	Task Type	**Case Study**	**Yearly Exam**
	Mode	In Class	In Class
Areas for Assessment		**Physical Fitness/ Coaching**	**Issues in Physical Activity and Sport / Technology, Participation and Performance**
Knowledge and Understanding		PASS5-1, PASS5-2, PASS5-5, PASS5-6	PASS5-3, PASS5-4, PASS5-6
Skills		PASS5-10	PASS5-10

YEAR 10 ELECTIVE COURSE

VISUAL ARTS

2026 ASSESSMENT PLAN

The purpose of assessment in Visual Arts is to provide you with opportunities to demonstrate your ability in the achievement of course outcomes. Assessment will take a number of forms including completion and competence in class work, informal assessment, and formal assessment. The Common Formal Assessment experiences are set out below:

	Task Number	**Task One**	**Task Two**
	Due Date	Term 2, Week 3 08/05/2026	Term 4, Week 4 06/11/2026
	Task Type	**Critical/Historical Written Task**	**Artmaking BoW**
	Mode	In Class	Hand In
Areas for Assessment			
Artmaking			5.1, 5.2, 5.3, 5.4, 5.5, 5.6
Critical and historical studies		5.7, 5.8, 5.9, 5.10	