



St Joseph's Catholic High School Year 10 Assessment Manual 2026



“Act justly, love tenderly
and walk humbly with your God”



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Assessment is integral to the learning and teaching of students at St Joseph's Catholic High School. Assessment, both formal and informal enables teachers to gather evidence about student achievement, and evaluate the teaching and learning pedagogies utilised in the classroom. St Joseph's Catholic High School encourages our students to be engaged, informed, independent learners, willing to take up any challenge put to them.

Assessment may be either formal or informal. Formal tasks are those listed on the assessment schedule with a notification and must be designed to assess the outcomes identified for the task. These assessments are important preparation for our student's senior years of schooling.

Quality assessment assists students to become independent, motivated and self-directed learners. All assessment, both formal and informal is standards referenced and students should have a clear understanding of what is expected of them. Students will be engaging with learning intentions and success criteria's in their classroom linked to the Common Grade Scale. This allows students to see the 'why' in their learning.

Formal and informal assessments are used to inform teachers about student's ability to meet the relevant stage outcomes. This also allows students to demonstrate their understanding of course content and their ability to meet the outcomes numerous times throughout the course.

Students are encouraged to make every lesson count, challenge themselves to be engaged learners and do their best in every lesson.

Mr Brett Moran
Leader of Learning Curriculum

This handbook has been developed to provide students and parents with information regarding assessment for Year 10.

Course Completion Criteria

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:

- a) studied the course developed or endorsed by the NESA; and
- b) applied themselves with ***diligence and sustained effort*** to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the course outcomes.

Non-Completion of a Course

Students must provide sufficient evidence of course completion and achievement of course outcomes through the learning experiences provided by the teacher. This may be through assessment tasks, home study, ongoing classwork, ongoing bookwork, class discussions and preparations for lessons. Failure to provide such evidence may result in non-completion of a course. In Year 10, students will be notified in writing with an official warning letter.

Attendance Requirements

For the satisfactory completion of a course, a student's attendance at school is compulsory.

There are five main areas that need to be clarified with regard to absenteeism.

- a) All absences must be supported with an explanation from the parent/carer
- b) Where absence coincides with either;
 - I. The due date of an assessment task, or
 - II. The date an assessment task is to be held or
 - III. The day prior to an assessment task

An explanation in writing must be received from parent/carer to substantiate the absence.

- c) Where a student's pattern of attendance interferes with their engagement with a substantial number of course outcomes, that student will be at risk of being awarded a non-completion for that course.
- d) A warning letter will be issued outlining the new requirements and a due date for outstanding work/tasks to be completed to ensure outcomes are satisfactorily met.
- e) **Approved Leave:** This may be granted by the Principal. An *Exemption from Attendance Form* must be completed prior to the absence. Where leave is applied for during an Examination period, an interview with parent/carer and the Principal must take place.
- f) The School does not encourage leave to be taken during school terms.

If a student is deemed to have not satisfactorily completed a course, the Principal will meet with the student and their parents/carer to determine an appropriate course of action.

Record of School Achievement (RoSA)

To be eligible for a Record of School Achievement, students must have:

- attended a government school or accredited non-government school within NSW, or a school outside NSW recognised by the NESA;
- satisfactorily completed the prescribed pattern of courses of study;
- satisfactorily completed the required school-based assessment program and
- completed Year 10.

The Record of School Achievement is issued to eligible students when they leave school. Students leaving school who are not eligible for the Record of School Achievement receive a Transcript of Study. The Transcript of Study includes a statement that the student is not eligible for the Record of School Achievement.

Prescribed Pattern of Courses

The following are the NESA's mandatory curriculum requirements for the award of a Record of School Achievement.

- Courses in each of English, Mathematics, Science and Human Society and Its Environment are to be studied substantially throughout each of Years 7-10, with 400 hours in each to be completed by the end of Year 10. Included in the Human Society and Its Environment requirement are 100 hours each of History and Geography to be studied in Years 7-8 and 100 hours each of Australian History and Australian Geography to be studied in Years 9-10;
- Courses in each of Creative Arts and Technological and Applied Studies are to be studied, with 200 hours in each to be completed by the end of Year 10. Included in the Creative Arts requirement are 100 hours of Visual Arts and 100 hours of Music;
- A course in PDHPE is to be studied in each of Years 7-10 with 300 hours to be completed by the end of Year 10;
- One language is to be studied for at least 100 hours over one continuous 12 month period between Years 7 and 10, preferably in Years 7-8.

The mandatory requirements in English, Mathematics, Science, Human Society and Its Environment, Languages, Technology, Music, Visual Arts and PDHPE are reported as 'Completed' on the Record of School Achievement (or Transcript of Study).

Reporting of Achievement

The student's achievement in Stage 5 (Years 9 and 10) courses studied for at least 100 hours is reported. Courses may be NESA Developed Courses or NESA Endorsed Courses. The Record of School Achievement (or Transcript of Study) shows all Stage 5 courses completed and includes;

- The indicative duration of the course (100 hrs or 200 hrs)
- Achievement in the course, generally reported as a grade, awarded by the student's school in accordance with the NESA state-wide standards;
- For courses designated as Life Skills courses, reference is made to the Profile of Student Achievement, which provides details of the Life Skills syllabus outcomes achieved by the student.

Year 10 Grades

NESA has developed a set of general performance descriptors that describe grades A to E as five levels of achievement. The following table gives an indication of how these help to assess a student's performance across all elements of each course.

A	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
B	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
C	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
D	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

A range of formal and informal assessment experiences are used throughout the learning and teaching of a particular KLA or course during a semester to develop holistic understanding of how a student is performing.

These experiences will be developed and evaluated using the standards-referenced approach, teacher professional collaboration and consistent teacher judgement.

Year 10 Assessment Policy

Assessment Strategies are based on the course outcomes and weightings mandated by the NESA (NSW Education Standards Authority). Through the development of effective and informative assessment, teachers and students are able to identify specific learner strengths and needs whilst measuring achievement based on a wide range of syllabus outcomes and objectives. Students are entitled to be challenged, to take responsibility for their own learning, to be motivated to achieve their full potential and to receive meaningful feedback regarding their learning.

Assessment across the Key learning Areas of secondary schooling will vary considerably; however, they are all designed to assess a student's achievement according to standards known as the Common Grade Scale (A-E scale). Assessment plans aim to provide an overview of how student performance will be assessed, monitored and recorded during a school calendar year.

Assessment

1.1 Assessment Task Notification

The assessment schedule for all Stage 5, Year 10 courses can be found in this handbook. In addition to this, students will receive an assessment notification for each task at least 2 weeks prior to submission/due date. The notification will include the following information:

- a) weighting
- b) outcomes formally assessed
- c) task type
- d) proposed timing and duration
- e) actual date and time of submission (eg: by 9 am Wednesday 10 May, 2017 to the Curriculum Office)
- f) any specific requirements
- g) marking criteria
- h) feedback

This information must be given a minimum of two weeks prior to the task due date. Any changes to the assessment schedule will be notified to students in writing. It is the student's responsibility to keep themselves

informed about the timing of assessment tasks. It is the responsibility of the Leader of Learning and Class Teacher to ensure that all students receive relevant notification.

Assessment tasks, where practical, will not have a submission or completion date the week before or the week after a major examination period (ie; the Half-Yearly and Yearly Examinations), unless no exam has been scheduled for the exam period in a particular subject.

Assessment tasks can be assigned over holiday periods permitting that the 10 days notification period is also provided for the task.

Where possible, assessment tasks will not be due the first day back after a holiday period, so that students are not disadvantaged.

1.2 Illness or Misadventure

If, due to illness, misadventure or compassionate grounds a student either:

- a) misses an assessment task, or
- b) is unable to complete an assessment task by the due date, or
- c) is absent on the day an assessment task is due to be submitted, or
- d) is absent from school the day prior to an assessment task being due

The student MUST provide an Illness/Misadventure Form and medical certificate (where applicable) within 3 days of the date of the task to the Curriculum Office. **Please note:** online medical certificates will not be accepted. If you are unable to book an appointment with a GP, a medical certificate from a pharmacist will be acceptable. If a student is absent due to misadventure, they must approach the Leader of Learning Curriculum, with supporting documentation within 3 days of the due date of the task and complete an Illness/Misadventure Form.

In the event of an absence on the day of an assessment task, a phone call to the school must be made to notify the school that you will not be attending your assessment. Parents will receive a Compass email/SMS notifying them that a task has not been submitted/completed and that the required Illness/Misadventure documentation if required. The completed Illness/Misadventure Form and medical certificate must be submitted to the Curriculum Office within 3 days of the assessment task due date. The Curriculum Office will arrange for the task to be completed and where possible this may be on the first day back of attendance.

Every effort must be made to submit a task on the due date. If the submission is a hand-in task, it can be submitted to the Curriculum Office by a family member if you are too unwell to attend. If the task can be submitted electronically to your class teacher, then every effort should be made to do so.

***Illness/Misadventure Forms are to be obtained from School Resources in Compass
(found underneath the “pencil” tab) or from the Curriculum Office.
No greater than 40% of assessment can be claimed as Illness and Misadventure.***

Failure to Meet Assessment Requirements

1.3 Implications of Late or Missed Assessment Task

If an assessment task is missed or handed in late without a valid reason it will initially be awarded no grade. The assessment task must still be submitted to an acceptable standard so that the student can demonstrate they have completed the requirements of the course.

Students not submitting assessment tasks on time will be followed up in accordance with the Non-Submission Policy. Students will be interviewed by the class teacher/LOL¹/LOLC² and appropriate consequences will be issued and a plan for submission developed.

1.4 Non-genuine attempt at an Assessment Task

A non-genuine attempt is where a student writes irrelevant or inappropriate comments or fails to seriously address the task. If a student does not make a genuine attempt in an assessment task, an N Warning may be issued.

1.5 Malpractice

Plagiarism and/or cheating in an assessment task will be deemed Malpractice and the student will receive a zero mark. Whilst collaboration between students will occur in regard to take-home tasks, it is an expectation that each student's assessment task will be distinctly individual. Where it is established that one student copied from another, this will be regarded a plagiarism and the student who copied will receive zero.

The award of a zero mark indicates a non-genuine attempt and contributes towards non-completion of the course. Written notification of malpractice will be provided to parents.

1.6 Technology Failure

Failure to complete an assessment task on time due to technological problems eg: computer failure, printer problems, lost files etc will **NOT** be deemed acceptable reasons. Students are expected to keep back up files, rough copies etc and make appropriate time allowances to avoid such problems. Google Drive should be used as a back-up method. Submissions are only to be made online where defined in the assessment notification; otherwise, hard copies are to be submitted.

If you need assistance with the backing up of work, please speak with your classroom teacher or the IT Department.

¹ Leader of Learning

² Leader of Learning Curriculum

1.7 Student Appeals Process

Students have the right to appeal the decision of a LOL in relation to any individual task. This includes late submission or, if a student feels that he or she has a justifiable reason for not performing in that task. However, *there can be no appeal against a teacher's judgement of a student's performance on a particular task.*

All appeals over an individual task must be resolved **at the time the task is returned.**

- i) The student must discuss the matter with the relevant teacher/LOL upon completion of the task, or, immediately upon returning to school following the absence.
- ii) An Assessment Appeal Form must be handed to the Leader of Learning Curriculum **within three school days** of the Assessment Task or, in the case of absence, upon returning to school.
- iii) The student will be invited to meet with the Appeals Panel to explain their case.
- iv) The Appeals Panel will be chaired by the Leader of Learning Curriculum and consist of
 - 1) the Principal (or her nominated representative)
 - 2) two independent Leaders of Learning.

The Appeals Panel will be convened within 5 school days of receiving an Appeal.

- v) The Appeals Panel will inform the student in writing of the outcome of their Appeal within 5 school days of the Panel meeting.
- vi) All decisions of the Appeals Panel will be final.

There can be no Appeal to the NESAs against a teacher's judgement of a student's performance on a particular task. This must be dealt with at the school level at the time of return of an Assessment Task.

1.8 Assessment Feedback

Students will be given feedback on how well they have performed on each assessment task. This can take the form of marks, grades, teacher comments, description of the competencies achieved by the student, description of what was not achieved or areas that may need improvement. The type of assessment task conducted will determine the nature of the feedback.

A student can only query the marks/grade awarded and tallied by a teacher for an individual assessment task at the time the task is returned.

Submission Process

FORMAL TASKS YR 7-12

STEP 02

First day return to school

Students are to submit task to Teacher/LoL along with an I/M form with appropriate documentation by 9:00am on the first day they return to school.

STEP 04

9 days late

LoL and Curriculum Coordinator to meet with student and possibly parents/carers to discuss non-submission, review the matter and evaluate non-submission and resolution process.

STEP 01

Before submission

Task out as early as possible (minimum 2 weeks before due date)

Day of submission

Teacher records whether task is submitted in Compass, informs LoL of students that have not submitted task, Compass SMS sent to those students and parents

STEP 03

4 days late

Class Teacher and LoL discuss non-submission with student and develop a completion support plan to submit task within the next 5 school days including after school learning support.



Course Assessment Outlines

The following section contains assessment outlines for all Year 10 courses at St Joseph's in 2026. Each assessment outline indicates the:

- a) Course category
- b) Syllabus outcomes
- c) Assessment components and component weightings
- d) Focus outcomes assessed in each task
- e) Assessment components for each task
- f) Nature of each task (i.e. what students will be engaged in)
- g) Timing of each task



YEAR 10 ASSESSMENT PLAN 2026

CATHOLIC STUDIES

RELIGION

Formal Assessment Tasks

Task Details & Components	Task 1	Task 2	Task 3
Task:	<u>The Gospels: Who do you say I am?</u> In-class written task	<u>Sacraments at the Service of Communion</u> Topic test	<u>Catholic Social Teaching</u> Research and hand-in submission
Due Date:	Week 8, Term 1 17th March 2026	Week 6, Term 2 25th May 2026	Week 2, Term 4 23rd October 2026
Outcomes:	A10-1, A10-1, A10-3	B10-1, B10-1, B10-3	E10-1, E10-1, E10-3
Knowledge	✓	✓	✓
Skills	✓	✓	✓
Value	✓	✓	✓

Informal Assessment Tasks

At St Joseph's, assessment is about understanding what your child knows and can do. Teachers collect information from different activities and assessments to form a clear picture of your child's learning. As they gather more information, they update this picture to make sure it's accurate. This helps them guide your child's learning and set appropriate standards in the classroom. They use a variety of methods to gather this information.

Some examples of informal assessments in this subject might include but are not limited to: Writing Task, Presentation/Writing, Online Quizzes, Research Tasks, Audio, Case Scenario.



Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings Conversations	Questionnaires Observation Student self-assessment Group work	Classroom tests Checklists Practical work Project work Case studies Written responses	Examinations Standardised tests Published aptitude tests

Recording Student Performance

After their achievements in a range of outcomes have been measured and feedback has been provided, students' achievements will be digitally recorded in Compass. Each semester, student grades will be determined based on standards-referenced levels of achievement in individual tasks, their achievement in classwork and anecdotal notes and observations made by teachers.

Allocating Grades

The level of achievement for each assessed outcome or area for assessment will be used to determine the grade. On-balance judgements based on a range of tasks will be combined to derive an overall A – E grade. Based on student performance, an indicator of student achievement within the grade will also be produced for Semester Reports. At the end of the semester, the Leader of Learning in consultation with teachers will check to make sure students' achievements are a true reflection of their performance in class.



YEAR 10 ASSESSMENT PLAN 2026

ENGLISH

ENGLISH

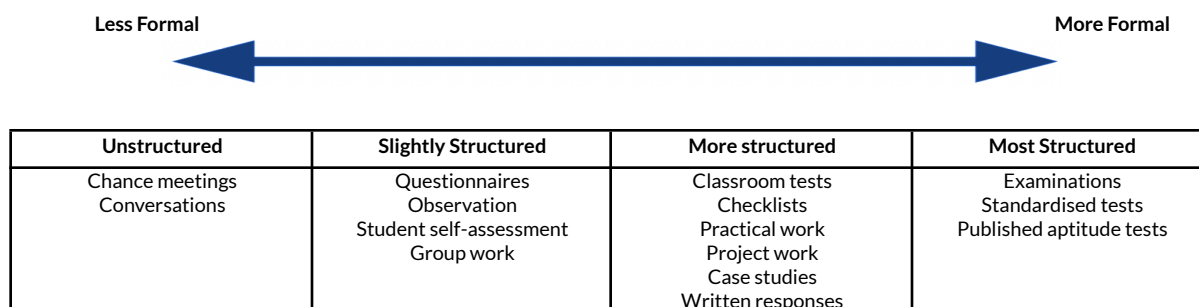
Formal Assessment Tasks

Task Details & Components	Task 1	Task 2
Task:	<u>Essay</u>	<u>Discursive Composition</u>
Due Date:	Term 1, Week 11	Term 3, Week 10
Outcomes:	EN5-RVL-01, EN5-URA-01, EN5-URC-01, EN5-ECA-01	EN5-URA-01, EN5-URB-01, EN5-ECB-01, EN5-ECA-01
Reading, viewing and listening to texts	✓	✓
Understanding and responding to texts	✓	✓
Expressing ideas and composing texts	✓	✓

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YEAR 10 ASSESSMENT PLAN 2026

MATHEMATICS

MATHEMATICS

Assessment will be carried out through a range of methods, such as progress checks, observations, discussions, student responses, problem-solving tasks, group work, and opportunities for self-reflection. To support consistency across classes, the following common tasks will occur:

Informal Assessment Tasks

Week / Term	Year 10 Topic Test
Week 7 Term 1	Financial Math A (all students)
Week 9/10 Term 2	Non-Linear Relationships Topic Test Algebra and Equations (Pathway to Advanced students only)
Week 4 / 5 Term 3	Trigonometry Topic Test (all students)
Week 9 Term 4	Networks in-class activity (all students) Preparation for Advanced Maths Quiz (Pathway to Advanced students only)

Students completing the Pathway to Advanced will be required to sit additional and/or different questions on different outcomes in line with their pathway.

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Less Formal

More Formal

Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings Conversations	Questionnaires Observation Student self-assessment Group work	Classroom tests Checklists Practical work Project work Case studies Written responses	Examinations Standardised tests Published aptitude tests

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YEAR 10 ASSESSMENT PLAN 2026

SCIENCE

SCIENCE

Formal Assessment Tasks

Task Details & Components	Task 1	Task 2
Task:	<u>Examination</u>	<u>Examination</u>
Due Date:	Term 2 Assessment Week	Term 2
Outcomes:	SC5-ENV-01, SC5-DA2-01, SC5-GEV-01, SC5-WS-01, SC5-WS-02, SC5-WS-03, SC5-WS-04, SC5-WS-05, SC5-WS-06, SC5-WS-07, SC5-WS-08	SC5-RXN-01, SC5-RXN-02, SC5-DA2-01, SC5-WS-01, SC5-WS-02, SC5-WS-03, SC5-WS-04, SC5-WS-05, SC5-WS-06, SC5-WS-07, SC5-WS-08
Knowledge and understanding of course content	✓	✓
Working Scientifically	✓	✓
Scientific Communication	✓	✓

Informal Assessment Tasks

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YEAR 10 ASSESSMENT PLAN 2026

HISTORY & GEOGRAPHY

HUMAN SOCIETY AND ITS ENVIRONMENT

Formal Assessment Tasks

Task Details & Components	Task 1	Task 2	Task 3	Task 4
Task:	Source Analysis Task	Historical Investigation Research Task with in-class component	Environmental Management & Change Stimulus Task	Geography Skills Test
Due Date:	Term 1, Week 7	Term 2, Week 5	Term 3, Week 8	Term 4, Week 4
Outcomes:	HT5-1, HT5-4, HT5-6, HT5-7	HT5-5, HT5-6, HT5-9	GE5-1 GE5.2, GE5.4, GE5.8	GE5-3, GE5-5, GE 5-6, GE5-7

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YEAR 10 ASSESSMENT PLAN 2026

PDHPE

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Formal Assessment Tasks

Task Details & Components	Task 1	Task 2
Task:	<u>Driver Education - CRASH & Love me Love me Not</u> Examination	<u>Future Challenges and Changes</u> PBL Group Project & Presentation
Due Date:	Term 2, Exam Week, Week 5	Term 3, Week 8
Outcomes:	PD5.3, PD5-6, PD5-7	PD5.7, PD5.9
Health, Wellbeing and Relationships	✓	✓
Movement, Skill and Performance		
Healthy, Safe and Active Lifestyle	✓	✓

Informal Assessment Tasks

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YEAR 10 ASSESSMENT PLAN 2026

CHILD STUDIES

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Formal Assessment Tasks

Task Details & Components	Task 1	Task 2
Task:	Aboriginal Culture in Childhood Children's Storybook	The Diverse Needs of Children Lesson Plan and Delivery
Due Date:	Term 2 - Week 6 Thursday 26th May, 2026	Term 4 - Week 5 Monday 9th November, 2026
Outcomes:	CS5-4 & CS5-9	CS5-4 & CS5-10
Health, Wellbeing and Relationships	✓	✓
Movement, Skill and Performance		
Healthy, Safe and Active Lifestyle	✓	✓

Informal Assessment Tasks

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Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings Conversations	Questionnaires Observation Student self-assessment Group work	Classroom tests Checklists Practical work Project work Case studies Written responses	Examinations Standardised tests Published aptitude tests

Recording Student Performance

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Allocating Grades

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YEAR 10 ASSESSMENT PLAN 2026

COMMERCE

HUMAN SOCIETY AND ITS ENVIRONMENT

Informal Assessment Tasks

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Term/Week	Task Details
Term 1, Week 5	Quiz
Term 1, Week 9	Business Case Study
Term 2, Week 4	Business Plan
Term 2, Week 6	Quiz
Term 2, Week 10	Crime Case Study
Term 3, Week 4	Quiz
Term 3, Week 8	Marketing Case Study
Term 4, Week 2	Guerrilla Marketing Campaign
Term 4, Week 8	Research Report

Less Formal

More Formal

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YEAR 10 ASSESSMENT PLAN 2026

FOOD TECHNOLOGY

TECHNOLOGY AND APPLIED STUDIES

Formal Assessment Tasks

Task Details & Components	Task 1	Task 2
Task:	<u>Food in Australia</u> Presentation and Practical	<u>Food Selection and Health</u> Topic test
Due Date:	Week 3, Term 2 Theory Tuesday 5/5/2026 Practical Monday 18/5/2026	Week 7, Term 3 Thur 06/08/2026
Outcomes:	FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-7, FT5-11	FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13
Knowledge and understanding of course content	✓	✓
Skills	✓	✓
Values & Attitudes	✓	✓

Informal Assessment Tasks

Task	Term	Focus Outcome(s)	Nature of Task
Onguard	1	FT5-1, FT5-2	Quiz
Food Practical	2	FT5-5, FT5-10	Observation
Recipe Evaluations	3	FT5-11	Written Response
Cupcake Design	4	FT5-9	Sketch and Design

Assessing Student Performance

Student performance will be assessed through a range of formal and informal assessments and classwork experiences that, in a standards-referenced structure, allow students to demonstrate their level of achievement. Appropriate assessment experiences are considered to provide students with a range of opportunities throughout each semester to demonstrate their knowledge, understanding and skills across a range of contexts. Some examples of informal assessment tasks for this course include but are not limited to the ones listed above.

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YEAR 10 ASSESSMENT PLAN 2026

INDUSTRIAL TECHNOLOGY ENGINEERING

TECHNOLOGY AND APPLIED STUDIES

Formal Assessment Tasks

Task Details & Components	Task 1	Task 2
Task:	Civil Structures	Mechanisms
Due Date:	Term 2 Week 5 Monday 18/05/2026	Term 4 Week 2 Monday 19/10/2026
Outcomes:	IND5-2, IND5-3, IND5-5	IND5-2, IND5-3, IND5-4, IND5-5
Knowledge	20	20
Skills	30	30
Value	50%	50%

Informal Assessment Tasks

Task	Term	Focus Outcome(s)	Nature of Task
Isometric Drawing	1	IND5-5	Completion of hand drawing activities to AS1100
CAD Drawings	2	IND5-7	Completion of CAD drawing activities to AS1100
Quiz (mechanics and materials)	3	IND5-7	Quiz
CAD Drawings	4	IND5-7	Completion of CAD drawing activities to AS1100

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YEAR 10 ASSESSMENT PLAN 2026

INDUSTRIAL TECHNOLOGY TIMBER (100hrs)

TECHNOLOGY AND APPLIED STUDIES

Formal Assessment Tasks

Task Details & Components	Task 1	Task 2
Task:	<u>Practical Project & Production Diary - Breadboard</u>	<u>Design Folio and Project - Footstool</u>
Due Date:	Week 2, Term 2 Fri 01/05/2026	Week 4, Term 4 Wed 04/11/2026
Outcomes:	IND5-1, IND5-3, IND5-5, IND5-8	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-8
Knowledge and understanding of course content	✓	✓
Skills	✓	✓
Values & Attitudes	✓	✓

Informal Assessment Tasks

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YEAR 10 ASSESSMENT PLAN 2026

INDUSTRIAL TECHNOLOGY TIMBER (200hrs)

TECHNOLOGY AND APPLIED STUDIES

Formal Assessment Tasks

Task Details & Components	Task 1	Task 2
Task:	<u>Practical Project & Production Diary - Tambour Box</u>	<u>Design Folio and Project - Table</u>
Due Date:	Week 7, Term 2 Wed 03/06/2026	Week 3, Term 4 Wed 28/10/2026
Outcomes:	IND5-1, IND5-3, IND5-5, IND5-8	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-8
Knowledge and understanding of course content	✓	✓
Skills	✓	✓
Values and Attitudes	✓	✓

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YEAR 10 ASSESSMENT PLAN 2026

MARINE AND AQUACULTURE TECHNOLOGY

TECHNOLOGY AND APPLIED STUDIES

Formal Assessment Tasks

Task Details & Components	Task 1	Task 2
Task:	<u>Marine Pollution Awareness</u>	<u>Handcrafted Lure Project</u>
Due Date:	Term 2, Week 5 Thursday 21/05/2026	Term 4, Week 2 Thursday 22/10/2026
Outcomes:	MAR5-1, MAR5-3, MAR5-7	MAR5-1, MAR5-2, MAR5-11, MAR5-12
Knowledge and understanding of course content	✓	✓
Skills	✓	✓
Values & Attitudes	✓	✓

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YEAR 10 ASSESSMENT PLAN 2026

PASS

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Formal Assessment Tasks

Task Details & Components	Task 1	Task 2
Task:	<u>Bronze Medallion</u> In class - Life Saving Exam & Scenario	<u>Sports Nutrition</u> Take home - report
Due Date:	Term 1 Week 10 Tuesday 31st March	Term 3 Week 6 Tuesday 25th August
Outcomes:	PASS5-1 PASS5-10	PASS5-1 PASS5-10
Foundations of physical activity	✓	✓
Enhancing Participation and Performance	✓	
Physical Activity and sport in society		

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YEAR 10 (100 HR) ASSESSMENT PLAN 2026

VISUAL ARTS

CREATIVE AND PERFORMING ARTS

MSH

Formal Assessment Tasks

Task Details & Components	UNIT 1 Modernism	UNIT 2 Icons Reimagined	Unit 3 Places and Spaces
Task:	1. Artist Research Task 2. Modernism 2D	3. Research Task 4. 3D forms	5. Extended Response 6. Print Making
Due Date:	1. Week 6 Term 1 2. Week 5 Term 2	Week 8 Term 3	Week 6 Term 4
Outcomes:	VA5-AMC-01 VA5-AMV-01 VA5-AMP-01 VA5-CHC-01 VA5-CHV-01 VA5-CHP-01	VA5-AMC-01 VA5-AMV-01 VA5-AMP-01 VA5-CHC-01 VA5-CHV-01 VA5-CHP-01	VA5-AMC-01 VA5-AMV-01 VA5-AMP-01 VA5-CHC-01 VA5-CHV-01 VA5-CHP-01
Artmaking	✓	✓	✓
Critical and Historical Studies	✓	✓	✓

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YEAR 10 (200 HR) ASSESSMENT PLAN 2026

VISUAL ARTS

CREATIVE AND PERFORMING ARTS

Formal Assessment Tasks

Task Details & Components	UNIT 1 'Painting as Pots - Our Story, My Place - Story Telling in Modern Australian Art'	UNIT 2 'Our Story, My Place'
	Making 3D Ceramics and C/H Research Task	Making - Drawing and Painting BOW Unseen Written Response - Gordon Bennett
Due Date:	C/H - Term 2 Week 1 Making - Week 8 Term 2	C/H - Term 3 Week Making - Term 4 Week 6
Outcomes:	VA5-AMC-01 VA5-AMV-01 VA5-AMP-01 VA5-CHC-01 VA5-CHV-01 VA5-CHP-01	VA5-AMC-01 VA5-AMV-01 VA5-AMP-01 VA5-CHC-01 VA5-CHV-01 VA5-CHP-01
Making	✓	✓
Critical Historical	✓	✓

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