



Year 10 Course Handbook 2026



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ST PAUL'S CATHOLIC COLLEGE

Learn with Courage, Walk with Compassion, Live with Stewardship

INTRODUCTION

This handbook contains important information about school-based assessment for students in Year 10. Students are expected to be familiar with these policies and procedures.

For each course, the College prepares and administers an assessment program in accordance with the requirements of the NSW Education Standards Authority (NESA).

NESA requires that assessment is managed in an equitable, just and transparent way so that all students understand their responsibilities and are familiar with the policies and procedures of the College with regard to assessment. This handbook outlines policies and procedures that St Paul's Catholic College follows to ensure the school assessment program is administered fairly.

Patterns of Study

To qualify for the award of the Record of Student Achievement, students must satisfactorily complete a Year 10 subjects including mandatory courses in English, Mathematics, Science, HSIE (History & Geography) and PDHPE. As members of a Catholic community students are also required to complete Religious Education.

Satisfactory Completion of the Preliminary (Year 11) Course

NESA states: A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

- followed the course developed or endorsed by NESA
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieved some or all of the course outcomes.

At the College, such evidence is determined by:

- satisfactory attendance,
- participation in class and
- assessment completion

Attendance: Students are not to be absent from school more than 5 days in the HSC year. Any student exceeding this amount will need to demonstrate that they have satisfactorily met course outcomes. **ALL absences need to be explained.**

Participation: Students must make a genuine attempt to participate in and complete the learning activities of each course. This may include work placement, fieldwork, excursions, practicals, assignments, homework and set tasks.

Assessment: Students must make a genuine attempt to complete ALL assessment tasks.

Any student who fails to complete an assessment task will be issued with an official NESA “N” (Non-completion) warning which may disqualify them from the particular course. This may in turn disqualify them from completing the requirements of Year 11 and therefore receiving the HSC and possibly an ATAR.

Purpose of Assessment

Assessment serves several purposes.

Generally:

- It enables achievement to be measured at points during the course.
- It enables the assessment of the course knowledge and skills Outcomes which require a specific setting, e.g. fieldwork, practical skills, research.
- It increases the accuracy of the final assessment of the student's achievement by using multiple measures.

More specifically, school-based assessment in the Preliminary year:

- evaluates the extent to which students have met the stated outcomes of the course
- provides a basis for reporting to parents/carers
- provides students with honest and reliable information about their strengths and weaknesses and gives them direction for future learning
- affirms students and provides encouragement and incentive for further learning
- assists students to acquire self-discipline and life skills such as setting goals, negotiating contracts, meeting deadlines, determining priorities, independent learning and self-sufficiency
- provides information that will help students make educational and vocational choices.

Satisfactory Completion of a Life Skills Course

For some students with diverse learning needs, a personalised pattern of study may be appropriate. Teachers use the Life Skills outcomes as published on the NESA website, in order to keep a progressive record of student achievement. A student undertaking a Life Skills Course does not need to address or complete all of the Life Skills Syllabus outcomes. Life Skills outcomes are reported as either ‘achieved’ or ‘achieved with support’ and marks or grades are not recorded.

Satisfactory Completion of a VET/Competency-based Course

In the case of **VET** and **competency-based courses**, where a student has not successfully completed any units of competency, it is a matter for the teacher’s professional judgement to determine whether the attempts made by the student to complete the course are genuine.

The requirement to complete **work placement** in a VET framework course is also stated in **the student declaration** on the **Confirmation of Entry**. This is to be signed by the student and retained by the school.

If a student fails to undertake any **mandatory work placement** component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the Principal will indicate that the course has not been satisfactorily completed and the student may be issued with a **non-completion** (‘N’) **determination**.

ASSESSMENT POLICIES & PROCEDURES

The handbook contains **assessment schedules** which give general information on the nature, timing and weighting of assessment tasks in each course.

Schools are required to:

- specify various assessment tasks
- provide a schedule of tasks throughout the course
- implement procedures relating to illness, misadventure, malpractice, late submission and non-completion of assessment tasks

Formal Assessment Notifications & Communication

Assessment schedules, handbooks and the College calendar serve as general notification for assessment.

Students will receive specific **notification of a formal assessment task** at least two weeks before the due date.

- Notification of tasks will be provided through **Compass as a pdf viewable by students and parents**.
- Teachers will explain the details of the notification in class.
- It is the responsibility of the student to obtain details from their teacher if absent when an assessment notification has been issued.
- Absence at the time of notification is not considered sufficient grounds for an extension of task dates or for an application of Illness/Misadventure.

Only in **exceptional circumstances will dates vary from the original calendar**, however students will be given notice in writing of any changes. Written notification may take the form of an email. Students will be made aware of changes by the Assistant Principal – Student Achievement and/or the relevant Leader of Learning.

Submission of Formal Assessment Tasks

- **Assessment tasks should be submitted as per the instructions on the assessment notification.** Tasks are to be submitted in person to the nominated teacher at the specified time on the specified date in the specified location or submitted as per instructions in the task notification.
- When **oral/ presentations** are to be assessed over an extended period, all students in a cohort are to hand in a hard/electronic copy of their transcript or presentation on the due date. Written sections of oral tasks or presentations are to be submitted on the due date for all students. No new material will be allowed to be introduced after the assessment date. **Failure to do so will result in a zero mark**
- Tasks are not to be submitted or left with any other person other than the subject teacher. If the nominated teacher is absent, the task is to be submitted to the relevant **Leader of Learning**. In the case where an oral or performance task is to be completed, another teacher may mark the task, or the task will be postponed for another day. Two weeks' notice is not required in this case.

Late Tasks, Illness & Misadventure

Students who do not hand in an assessment task on the due date are asked to **provide appropriate written documentation**. This is to be **submitted using the Years 7 - 12 Illness/Misadventure online form by the first day of the students return** to the College. In this case the task must still be submitted/completed.

Written documentation includes doctor's certificates for illness and appropriate documentation for misadventure e.g. a police report for an accident.

In the case of an assessment task not being submitted on time or an in-class task missed where there is no Illness and Misadventure form with acceptable supporting documentation, a zero mark is awarded. In this case the task must still be submitted/completed. This should be marked and returned to the student with feedback. The mark, however, will not contribute to the aggregated assessment mark in that course.

All students who **arrive at school after Pastoral Care** on the day a task is due (except during an examination block where they are not expected to be at school except for the examination) will be penalised and receive a zero result as this would be considered an unfair advantage, unless an Illness and Misadventure Form with appropriate documentation is provided to explain the partial absence e.g. medical certificate.

All students who **leave school early** due to illness on the day of a scheduled task must submit hand-in tasks before leaving or, if missing an in-class task, notify the Assistant Principal Student Achievement or relevant Leader of Learning. Students must follow the same procedures for unforeseen absence as above, obtaining the required documentation and submitting an Illness and Misadventure form on return to school.

Missing an assessment because of **an appointment** is not acceptable for unless due to exceptional circumstances. If known in advance, the student must negotiate an alternative arrangement with the **Assistant Principal Student Achievement** prior to the scheduled assessment date.

If students **use technology** of any kind, including multimedia, electronic equipment or computer technology to present an assessment task, **the proper functioning of the software and/or associated equipment is the responsibility of the student**. Students who fail to submit assessment tasks because they were unable to retrieve the task from a computer for any reason e.g. document lost or printer malfunctions, will result in the student receiving the same penalties as those of any late submission. This also applies to all electronic, digital or multimedia tasks that cannot be opened or properly accessed by teachers for marking purposes.

Students are advised to keep all rough notes and resource work in case of equipment failure. A backup copy of drafts and hard copies/photos of work should be made during the preparation of a task, as these may be required to ensure against penalties being incurred.

Failure to follow these steps may result in a penalty / zero mark being awarded for the task.

The outcome of all Illness/Misadventure appeals is determined by the **Assistant Principal Student Achievement** in consultation with the relevant Leader of Learning.

Leave of Absence

A student requesting **extended leave (5 or more days)** or leave for exceptional circumstances **must submit a completed Exemption from Attendance at School Form at least four weeks (where possible) before the leave commencement date**. This is available to parents/carers through Reception. While leave from school may be approved, leave for assessments scheduled during the leave period will only be granted in exceptional circumstances and at the discretion of the Principal.

- **A student whose leave has been approved for assessment purposes must submit hand-in tasks by the due date, either before going on leave or by electronic submission.** In-class tasks will be rescheduled in consultation with the Leader of Learning.
- **A student whose leave has not been approved must submit hand-in tasks by the due date, either prior to going on leave or by electronic submission without penalty.** For any in-class assessment task or examination missed during the unapproved leave period, the student will receive a zero mark.

A student who takes planned leave for **under 5 days**, and has an assessment due during that time, must negotiate with the Leader of Learning a suitable alternative submission or completion date.

Assessment and Examination dates are advertised at the beginning of the school year. Parents and carers are required to consider these dates when making arrangements for holidays and appointments. Students may be awarded zero marks due to these absences. **The College does not reschedule exams or assessment tasks for students involved in holidays outside the published school holiday period.**

For VET students, absence due to Work Placement, work experience and TAFE commitments are not considered as constituting sufficient grounds for an application for Illness/Misadventure. Students undertaking such commitments must make arrangements with the Leader of Learning for the preparation of, attendance at, and submission of scheduled assessment tasks at the time of the assessment notice and before leave is taken. Tasks may be emailed to the Leader of Learning on the due date or submitted early. If a student is on work placement or attending TAFE during exams they must speak with the Leader of Learning VET before attendance to make arrangements to undertake the task.

When an assessment task clashes with **other official College activities**, it is the responsibility of the student to negotiate alternative arrangements with the Leader of Learning prior to the due date. These activities could include VET work placement, excursions, or sporting competitions. In-class tasks will generally be rescheduled for the next day or an alternative task arranged. Hand-in tasks must still be submitted by the due date / time. Failure to follow these procedures results in the student receiving the same penalties as for non-submission or non-completion of tasks.

In cases of a zero penalty due to such leave, the student must still submit / complete the task, or a similar task, on return to school.

Malpractice

Malpractice refers to the expectation that all students within the St Paul's Catholic College community act with honesty, trust, fairness and respect when it comes to assessment. When a student acts without integrity they are committing malpractice. Malpractice is any activity that allows a student to gain an unfair advantage. It is a serious offence that distorts legitimate measures of students' achievements.

There are four types of malpractice as defined by NESAs:

- **Breach of assessment conditions** - occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage. Examples include, but are not limited to:
 - o A breach of assessment conditions includes any breach of:
 - HSC exam rules and procedures, and
 - HSC minimum standard test rules and procedures.
 - o malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.
 - o using non-approved aids during an assessment task

- **Misrepresentation** - when a student misleads or deceives others by presenting untrue information through fabrication, alteration or omission of information. Examples include, but are not limited to:
 - making up journal entries for a project
 - submitting falsified or altered documents
 - referencing incorrect or non-existent sources
 - providing false explanations to explain work not handed in by the due date
- **Collusion** - when a student inappropriately collaborates with another student, group of students, person, organisation or **entity** to produce work that was meant for individual assessment. Examples include, but are not limited to:
 - sharing answers to an assessment with other students
 - submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert
 - contract cheating by outsourcing work to a third party
 - unauthorised use of **artificial intelligence (AI)** technologies
 - assisting another student to engage in malpractice
- **Plagiarism** - when a student pretends to have written, created or developed work that has originated from another source. Examples include, but are not limited to:
 - copying someone else's work, in part or in whole, and presenting it as their own
 - using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source
 - building on the ideas or words of another person without appropriate acknowledgement
 - using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement

To mitigate instances of malpractice students are required to:

- complete their work honestly and submit original work and ideas at all times
- participate in malpractice Workshops at the start of the year
- read the College Malpractice Policy in the Student Assessment Handbook
- provide a declaration of originality and ideas for hand-in assessments
- provide acknowledgment and referencing of resources for hand-in assessments
- provide evidence of progress made towards hand-in assessments

If misrepresentation, plagiarism or collusion are suspected, the following procedures are followed:

- **suspensions of malpractice** should be brought to the attention of the Leader of Learning.
- **a student will be asked to prove that the work is their own by showing drafts, oral review, planning documents or revisions of their work**
- any work that has been identified as being the student's own is to be matched against the task specific criteria and a mark/grade can be awarded
- In the instance **where malpractice is proven**, it should be brought to the attention of the Assistant Principal. **Students will need to resubmit their work for feedback.** Failure to follow these procedures results in the student **receiving the same penalties as for non-submission or non-completion of tasks.**
- Documentation of the incident will be recorded on Compass
- Students will **complete an after-school plagiarism workshop**, and **an N-warning letter will be issued.** These workshops will be scheduled as required. In some circumstances the College may decide to administer a substitute task.

'N' Warning & 'N' Determination

A student will be considered to have not satisfactorily completed a course if there is sufficient evidence that the student has:

- **failed to make a genuine attempt at assessment tasks.** If a student's attempt at a particular task scores zero, it is a matter for the teacher's professional judgement whether the attempt is a genuine one.
- **failed to participate** in a course including:
 - incomplete or unsatisfactory attempt in class tasks and/or homework,
 - unsatisfactory participation in learning
 - ongoing concerns related to classroom effort and/or academic progress
- **makes a “non-attempt” or a “non-serious attempt”** of an assessment task. In such a case a zero mark shall be awarded for the task and an 'N' warning letter will be issued. The task must be redone in order to demonstrate achievement of syllabus outcomes;
- **failed to meet the attendance requirements**

In the case of Extension courses, students who do not comply with the minimum assessment requirements for any co-requisite course will not receive a result in either course.

If at any time it appears that a student is at risk of receiving an 'N' determination (non-completion of course requirements) in any course, the Assistant Principal will:

1. advise the student and parent/carer in writing of the tasks or actions to be undertaken ('N' Warning') in time for the problem to be corrected and alert the student to the possible consequences of an 'N' determination;
2. request from the student/parent/carer a written acknowledgement of the warning;
3. issue at least one follow-up warning letter if the first letter is not effective; and

If two written warnings have not been addressed appropriately, the student may be awarded an '**N**' **determination** for 'Non-completion of Course'. The Principal will then issue a non-completion determination and advise NESAS. The award of 'Non-completion of Course' is serious and may result in a student not being eligible for the Record of Student Achievement and will prevent them from moving into the HSC course.

Appeals concerning Assessment Marks

It is expected that all formal assessment tasks will be marked and returned to students within **2-3 school weeks**. Each task will be accompanied by appropriate feedback regarding individual performance. Students can seek additional feedback regarding assessment results.

If a student has concerns related to assessment marks, the student must approach their subject teacher immediately, following the return of results. The student should identify to the teacher that they wish to appeal and the assessment task must be given to the teacher at this time. A written appeal must then be lodged with the Assistant Principal as soon as possible.

The Appeals Committee (Assistant Principals & appropriate Leader of Learning) will make the final determination of the marks awarded. Only in exceptional cases will additional marks be awarded and students **MUST** be aware that marks can be deducted in this process. The Appeals Committee's decision will be forwarded to the Principal. The Principal's decision is final.

Student Responsibilities

Each student has the responsibility to:

- Understand course requirements and procedures
- Be familiar with and fulfil the requirements of the College Assessment Policy & Procedures as set out in this handbook.
- Attend school, be aware of due dates for assessment tasks and complete tasks on time.
- Provide written evidence (e.g. medical certificate) of reason for absence from, or late submission of, formal assessment tasks.
- Plan a study timetable that gives careful consideration to the requirements of assessment tasks in their overall pattern of study.
- Seek help and advice from the teaching staff.
- Be present to do all in-school assessment tasks or submit hand-in tasks. This means being present **all day** on the day a task is due to be completed or submitted.
- Be on time for all assessment tasks.
- Apply themselves to the best of their ability to all coursework whether an assessment task, class work or homework

Principal's Discretion

All of the above procedures and policies may be altered in some way at the discretion of the Principal.

Please Note: In the following links to assessment schedules, dates are given as terms and weeks.

Students will be notified of specific dates via the Assessment Task notification issued 2 weeks prior to the task due date.

**It is possible that some tasks will move weeks due to timetable/ calendar restraints.
Assessment details will be confirmed at least two weeks prior to the due date.**

YEAR 10 COURSE ASSESSMENT SCHEDULES 2026

Mandatory Courses

RELIGIOUS EDUCATION ASSESSMENT SCHEDULE

Religion Yr 10	Task 1 < Formal Task >	Task 2 < Informal Task >	Task 3 < Formal Task >	
Type of Task	In-Class Task (CSYMI)	DCA	Examination	
Date Issued	Term 2, Week 2		Term 4, Week 1	
Date Due	Term 2, Week 5	Term 4, Week 3	Term 4, Week 4	
Outcomes assessed	CSYMAS1, CSYMAK1, CSYMAK2, RECKE10, RECSE10		RECKB10, RECSB10, RECKD10, RECSD10	
Level of Achievement				%
Religious knowledge	✓	✓	✓	
Research and religious enquiry skills	✓			
Communication of religious concepts and beliefs	✓	✓	✓	
Weighting (%)	50%	N/A	50%	100

ENGLISH ASSESSMENT SCHEDULE

English Year 10	Task 1 <i>Novel Study</i>	Task 2 <i>Documentary Study</i>	Task 3 <i>Semester 2 Content</i>	
Type of Task	In Class	In Class	Examination	
Date Issued	Week 6, Term 1	Week 7, Term 2	Week 2, Term 4	
Date Due	Week 8, Term 1	Week 9, Term 2	Week 4, Term 4	
Outcomes assessed	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01	
Level of Achievement				%
Ideas and Values	10		10	20
Analysing and responding	5	10	10	25
Language Forms, Features and Structures	5	10	10	25
Constructing and Expressing Meaning	5	10	10	25
Reflecting and Refining	5			5
Weighting (%)	30	30	40	100

HSIE – GEOGRAPHY ASSESSMENT SCHEDULE

Geography Yr 10	Task 1 <i>Formal Task</i>	Task 2 <i>Formal Task</i>	
Type of Task	In Class – Environmental Change and Management	Submission – Human Wellbeing	
Date Issued	Term 3, Week 6	Term 4, Week 3	
Date Due	Term 3, Week 8	Term 4, Week 5	
Outcomes assessed	GE5-1, GE5-2, GE5-3, GE5-4, GE5-5, GE5-7	GE5-3, GE5-6, GE5-7, GE5-8	
Level of Achievement			%
Knowledge and understanding of geographical terms, issues and concepts	20	20	40
Application of geographical tools and skills	10	10	20
Communicates geographical information in well-structured forms.	20	20	40
Weighting (%)	50%	50%	100

HSIE - HISTORY ASSESSMENT SCHEDULE

History Yr 10	Task 1 <i>Formal Task</i>	Task 2 <i>Formal Task</i>	
Type of Task	In class task – Vietnam War	Test – Rights and Freedoms Source Analysis	
Date Issued	Term 1, Week 4	Term 2, Week 1	
Date Due	Term 1, Week 7	Term 2, Week 5	
Outcomes assessed	HT5-3, HT5-5, HT5-7, HT5-8, HT5-9	HT5-2, HT5-3, HT5-4, HT5-9, HT5-10	
Level of Achievement			%
Knowledge and understanding of geographical terms, issues and concepts	20	20	40
Application of geographical tools and skills	10	10	20
Communicates geographical information in well-structured forms.	20	20	40
Weighting (%)	50%	50%	100

MATHEMATICS ADVANCED ASSESSMENT SCHEDULE

Mathematics Advanced	Semester 1 Informal Tasks	Task 1 Formal Task	Task 2 Formal Task	Task 3 Formal Task
Type of Task	In class Quizzes	Test	Test	Test
Date Issued	Term 1 Week 6	Term 2 Week 5	Term 3 Week 5	Term 4 Week 3
Date Due	Term 1 Week 9	Term 2 Week 7	Term 3 Week 7	Term 4 Week 5
Outcomes assessed	MAO-WM-01, MA5-ALG-C-01, MA5-IND-C-01, MA5-MAG-C-01, MAO-WM-01, MA5-GEO-C-01	MAO-WM-01, MA5-GEO-C-01, MA5-EQU-C-01, MA5-TRG-C-01, MA5-TRG-C-02, MA5-GEO-P-1), MA5-GEO-P-02, MA5-ALG-P-01, MA5-ALG-P-02, MA5-EQU-P-01, MA5-EQU-P-02, MA5-TRG-P-01, MA5-TRG-P-02	MAO-WM-01, MA5-TRG-C-01, MA5-TRG-C-02, MA5-LIN-C-01, MA5-LIN-C02, MA5-NLI-C-01, MA5-NLI-C-02, MA5-PRO-C-01, MA5-DAT-C-01, MA5-DAT-C-02, MA5-DAT-P-01, MA5-LIN-P-01, MA5-RAT-P-02, MA5-RAT-P-01, MA5-PRO-P-01	MAO-WM-01, MA5-DAT-C-01, MA5-DAT-C-02, MA5-DAT-P-01, MA5-FIN-C-01, MA5-FIN-C0-2, MA5-ARE-C-01, MA5-VOL-C-01, MAG-EQU-P-01, MA5-NLI-P-01, MA5-POL-P-01, MA5-FNC-P-01
Level of Achievement				
Algebraic Expression	✓			
Indices	✓			
Measurement (Properties of geometrical figures)		✓		
Equations and Formulae		✓		
Trigonometry A, B		✓	✓	
Linear Relationship A,B			✓	
Non-Linear Relationship A,B			✓	
Probability A, B			✓	
Statistics A, B			✓	✓
Financial Mathematics				✓
Measurement				
Weighting (%)	10%	30%	30%	30%

MATHEMATICS STANDARD ASSESSMENT SCHEDULE

Mathematics Standard	Semester 1 Informal Tasks	Task 1 Formal Task	Task 2 Formal Task	Task 3 Formal Task
Type of Task	In class Quizzes	Test	Test	Test
Date Issued	Term 1 Week 6	Term 2 Week 5	Term 3 Week 5	Term 4 Week 3
Date Due	Term 1 Week 9	Term 2 Week 7	Term 3 Week 7	Term 4 Week 5
Outcomes assessed	MAO-WM-01, MA5-ALG-C-01, MA5-IND-C-01, MA5-MAG-C-01, MAO-WM-01, MA5-GEO-C-01	MAO-WM-01, MA5-GEO-C-01, MA5-EQU-C-01, MA5-TRG-C-01, MA5-TRG-C-02	MAO-WM-01, MA5-TRG-C-01, MA5-TRG-C-02, MA5-LIN-C-01, MA5-LIN-C-02, MA5-NLI-C-01, MA5-NLI-C-02, MA5-PRO-C-01, MA5-DAT-C-01, MA5-DAT-C-02, MA5-DAT-P-01	MAO-WM-01, MA5-DAT-C-01, MA5-DAT-C-02, MA5-DAT-P-01, MA5-FIN-C-01, MA5-FIN-C-02, MA5-ARE-C-01, MA5-VOL-C-01
Level of Achievement				
Algebraic Expression	✓			
Indices	✓			
Measurement (Properties of geometrical figures)		✓		
Equations and Formulae		✓		
Trigonometry A, B		✓	✓	
Linear Relationship A,B			✓	
Non-Linear Relationship A,B			✓	
Probability A, B			✓	
Statistics A, B			✓	✓
Financial Mathematics				✓
Measurement				
Weighting (%)	10%	30%	30%	30%

PDHPE ASSESSMENT SCHEDULE

PDHPE Year 10	Task 1 Literature review Social responsibility and relationships.	Task 2 Game participation and evaluation	Task 3 End of Year Examination	
Type of Task	Submission	Submission	Examination	
Date Issued	Week 6, Term 1	Week 4, Term 2	Week 1, Term 4	
Date Due	Week 10, Term 1	Week 8, Term 2	Week 4, Term 4	
Outcomes assessed	PD5-1, PD5-6, PD5-7, PD5-9, PD5-10	PD5-4, PD5-5, PD5-8, PD5- 10, PD5-11	PD5-1, PD5-2, PD5-3, PD5-6, PD5-7, PD5-9, PD5-10	
Level of Achievement				%
10PDH_1 Demonstrates proficiency and adaptability in movement and performance.		✓		
10PDH_2 Demonstrates self- management and decision-making skills to enhance health, safety and wellbeing.	✓	✓	✓	
10PDH_3 Demonstrates behaviours and understanding indicative of respectful, inclusive and supportive relationships.	✓		✓	
Weighting	30%	30%	40%	

SCIENCE ASSESSMENT SCHEDULE

Science Yr 10	Task 1 <i>Formal Task</i>	Task 2 <i>Formal Task</i>	Task 3 <i>Formal Task</i>	
Type of Task	Test	Test	Test	
Date Issued	Week 6 Term 1	Week 6 Term 2	Week 6 Term 3	
Date Due	Week 8 Term 1	Week 8 Term 2	Week 8 Term 3	
Outcomes assessed	SC5-GEV-02, SC5-WS-05, SC5-WS-08	SC5-RXN-02, SC5-WS-01, SC5-WS-02, SC5-WS-03, SC5-WS-04	SC5-WAM-01, SC5-WAM-02, SC5-WS-04, SC5-WS-05	
Level of Achievement				%
Knowledge and understanding	10	10	20	40
Observing		5		5
Questioning and predicting		5		5
Planning investigations		5		5
Conducting investigations		5	10	25
Processing data and information	10		10	10
Problem solving				10
Communicating	10			
Weighting (%)	30	30	40	100

YEAR 10 COURSE ASSESSMENT SCHEDULES 2026

Elective Courses

COMMERCE (100 hours) ASSESSMENT SCHEDULE

Commerce Yr 10	Task 1 <i>Formal Task</i>	Task 2 <i>Formal Task</i>	Task 3 <i>Formal Task</i>	
Type of Task	Submission & Test – Law, Society and Political Involvement	Test – Employment and Work Futures	In Class – Running a Business	
Date Issued	Term 1, Week 6	Term 2, Week 7	Term 3, Week 6	
Date Due	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9	
Outcomes assessed	COM5-1, COM5-2, COM5-3, COM5-4, COM5-7	COM5-1, COM5-2, COM5-4, COM5-5, COM5-8	COM5-1, COM5-4, COM5-6, COM5-8, COM5-9	
Level of Achievement				%
Knowledge and understanding of the terms, issues and concepts used in Commerce	10	20	10	40
Application of research, decision-making and problem-solving skills used in Commerce	10		20	30
Communicated information in well-structured forms	10	10	10	30
Weighting (%)	30	30	40	100

FOOD TECHNOLOGY (100 Hours) ASSESSMENT SCHEDULE

TAS	Task 1	Task 2	Task 3	
Food Technology (100hr)	Food for Specific Needs	Food for Special Occasions	Food Service and Catering	
Type of Task	Submission	Submission	Submission	
Date Issued	Week 5, Term 1	Week 3, Term 2	Week 4, Term 3	
Date Due	Week 9, Term 1	Week 9, Term 2	Week 10, Term 3	
Outcomes assessed	FT5-6, FT5-7, FT5-9, FT5-13	FT5-8, FT5-10, FT5-11, FT5-12	FT5-1, FT5-2, FT5-3, FT5-4, FT5-5	
Level of Achievement				TOTAL
Knowledge, understanding and skills in food hygiene, safety and food quality.	10%	5%	5%	
Knowledge and understanding of nutrition, food consumption and consequences on health.	10%	10%	5%	
Skills in researching, evaluating and communicating issues related to food.	10%	5%	15%	
Skills in designing, producing and evaluating for food-specific purposes.	5%	10%	10%	
Weighting (%)	20%	40%	40%	100%

FOOD TECHNOLOGY (200 Hours) ASSESSMENT SCHEDULE

TAS	Task 1	Task 2	Task 3	
Food Technology (200hr)	Food for Specific Needs	Food for Special Occasions	Food Service and Catering	
Type of Task	Submission	Submission	Submission	
Date Issued	Week 5, Term 1	Week 3, Term 2	Week 4, Term 3	
Date Due	Week 9, Term 1	Week 9, Term 2	Week 10, Term 3	
Outcomes assessed	FT5-6, FT5-7, FT5-9, FT5-13	FT5-8, FT5-10, FT5-11, FT5-12	FT5-1, FT5-2, FT5-3, FT5-4, FT5-5	
Level of Achievement				TOTAL
Knowledge, understanding and skills in food hygiene, safety and food quality.	10%	5%	5%	
Knowledge and understanding of nutrition, food consumption and consequences on health.	10%	10%	5%	
Skills in researching, evaluating and communicating issues related to food.	10%	5%	15%	
Skills in designing, producing and evaluating for food-specific purposes.	5%	10%	10%	
Weighting (%)	20%	40%	40%	100%

MUSIC (200 Hours) ASSESSMENT SCHEDULE

Creative Arts MUSIC (200hr)	Task 1 < Formal Task >	Task 2 < Formal Task >	Task 3 < Formal Task >	
Type of Task	In Class	Submission	Test	
Date Issued	Week 6 Term 1	Week 4 Term 2	Week 1 Term 4	
Date Due	Week 9 Term 1	Week 3 Term 3	Week 6 Term 4	
Outcomes assessed	MU5-PER-01 MU5-PER-02	MU5-COM-01 MULS-COM-02	MU5-LIS-01 MU5-LIS-02	
Level of Achievement				%
Knowledge, understanding and skills in performance	30			30
Knowledge, understanding and skills in composition		40		40
Knowledge, understanding and skills in listening			30	30
Weighting (%)	30	40	30	100

PASS (100 Hours) ASSESSMENT SCHEDULE

PASS (100hr) Year 10	Task 1 Practical assessment: Training sessions	Task 2 Project based assessment Issues in sport.	Task 3 Investigation: Performance Enhancement	
Type of Task	Submission	Submission	Submission	
Date Issued	Week 5, Term 1	Week 1, Term 2	Week 2, Term 4	
Date Due	Week 10, Term 1	Week 6, Term 2	Week 5, Term 4	
Outcomes assessed	PASS5-5, PASS5-6, PASS5-7, PASS5-8	PASS5-2, PASS5-3, PASS5-4, PASS5-10	PASS5-1, PASS5-5, PASS5-6, PASS5-10	
Level of Achievement				%
10PASS_1 Demonstrates proficiency and improvement in movement and performance.	✓	✓	✓	
10PASS_2 Demonstrates knowledge and understanding of physical activity, sport and society.	✓	✓		
10PASS_3 Demonstrates effective teamwork, communication and leadership to enhance participation and performance.	✓	✓		
10PASS_4 Demonstrates understanding of factors that contribute to health, enjoyment and lifelong participation.	✓	✓	✓	

Weighting	30%	20%	30%	100%
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PASS (200 Hours) ASSESSMENT SCHEDULE

PASS (200hr) Year 10	Task 1 Practical assessment: Training sessions	Task 2 Project based assessment Issues in sport.	Task 3 Investigation: Performance Enhancement	
Type of Task	Submission	Submission	Submission	
Date Issued	Week 5, Term 1	Week 1, Term 2	Week 2, Term 4	
Date Due	Week 10, Term 1	Week 6, Term 2	Week 5, Term 4	
Outcomes assessed	PASS5-5, PASS5-6, PASS5-7, PASS5-8	PASS5-2, PASS5-3, PASS5-4, PASS5-10	PASS5-1, PASS5-5, PASS5-6, PASS5-10	
Level of Achievement				%
10PASS_1 Demonstrates proficiency and improvement in movement and performance.	✓	✓	✓	
10PASS_2 Demonstrates knowledge and understanding of physical activity, sport and society.	✓	✓		
10PASS_3 Demonstrates effective teamwork, communication and leadership to enhance participation and performance.	✓	✓		
10PASS_4 Demonstrates understanding of factors that contribute to health,	✓	✓	✓	

enjoyment and lifelong participation.				
Weighting	30%	20%	30%	100%

TIMBER TECHNOLOGY (100 & 200 HOURS) ASSESSMENT SCHEDULE

TAS	Task 1	Task 2	Task 3	
Industrial Technology Timber (100hr)	<i>Research Project</i>	<i>Design Project</i>	<i>Design Project</i>	
Type of Task	Submission	Submission	Submission	
Date Issued	Week 3, Term 1	Week 7, Term 1	Week 1, Term 3	
Date Due	Week 6, Term 1	Week 4, Term 2	Week 5, Term 4	
Outcomes assessed	IND5-5, IND5-9, IND5-10	IND5-1, IND5-3, IND5-4, IND5-5, IND5-6	IND5-2, IND5-3, IND5-7, IND5-8, IND5-1	
Level of Achievement				TOTAL
Knowledge and application of WH&S and risk management.	10%	10%	10%	
Knowledge and skills in the design and production of timber projects.		20%	20%	
Knowledge and understanding of the relationship between the properties of timber materials and applications.	10%	10%	10%	
Weighting (%)	20%	40%	40%	100%



TIMBER TECHNOLOGY (200 HOURS) ASSESSMENT SCHEDULE

TAS	Task 1	Task 2	Task 3	
Industrial Technology Timber (200hr)	<i>Research Project</i>	<i>Design Project</i>	<i>Design Project</i>	
Type of Task	Submission	Submission	Submission	
Date Issued	Week 3, Term 1	Week 7, Term 1	Week 1, Term 3	
Date Due	Week 6, Term 1	Week 4, Term 2	Week 5, Term 4	
Outcomes assessed	IND5-5, IND5-9, IND5-10	IND5-1, IND5-3, IND5-4, IND5-5, IND5-6	IND5-2, IND5-3, IND5-7, IND5-8, IND5-1	
Level of Achievement				TOTAL
Knowledge and application of WH&S and risk management.	10%	10%	10%	
Knowledge and skills in the design and production of timber projects.		20%	20%	
Knowledge and understanding of the relationship between the properties of timber materials and applications.	10%	10%	10%	
Weighting (%)	20%	40%	40%	100%

VISUAL ARTS (100 HOURS) ASSESSMENT SCHEDULE

Creative Arts VISUAL ARTS (100hrs)	Task 1 < Formal Task > Artmaking	Task 2 < Formal Task > Test	Task 3 < Formal Task > In class/Submission	
Type of Task	In Class	Test	In Class & Submission	
Date Issued	Week 6 Term 1	Week 2 Term 2	Week 4 Term 3	
Date Due	Week 6 Term 2	Week 3 Term 3	Week 4 Term 4	
Outcomes assessed	5.3, 5.6, 5.7	5.8, 5.9, 5.10	5.1, 5.4, 5.5	
Level of Achievement				%
Artmaking	30%		30	60
Historical and Critical Studies	5%	30	5	40
Weighting (%)	35	30	35	100

VISUAL ARTS (200 HOURS) ASSESSMENT SCHEDULE

Creative Arts VISUAL ARTS (200hrs)	Task 1 < Formal Task > <i>Artmaking</i>	Task 2 < Formal Task > <i>Test</i>	Task 3 < Formal Task > <i>In class/Submission</i>	
Type of Task	In Class	Test	In Class & Submission	
Date Issued	Week 6 Term 1	Week 2 Term 2	Week 4 Term 3	
Date Due	Week 6 Term 2	Week 3 Term 3	Week 4 Term 4	
Outcomes assessed	5.3, 5.6, 5.7	5.8, 5.9, 5.10	5.1, 5.4, 5.5	
Level of Achievement				%
Artmaking	30%		30	60
Historical and Critical Studies	5%	30	5	40
Weighting (%)	35	30	35	100

VET HOSPITALITY CERTIFICATE 1 ASSESSMENT SCHEDULE

VET – Hospitality Certificate 1		
Type of Task	Competency Assessment	
Date Issued	Ongoing throughout Year 10	
Date Due	Ongoing throughout Year 10	
Task Description	Students will complete a variety of written, practical, and/or oral competency tasks relevant to the course content. Opportunities to repeat tasks may be provided throughout the year to support students in achieving competency	
	Unit Code	Unit of Competency
1	BSBTWK201	Work effectively with others
2	SITXCCS009	Provide customer information and assistance
3	SITXWHS005	Participate in safe work practices
4	SITXFSA005	Use hygienic practices for food safety
5	SITHCCC025	Prepare and present sandwiches
6	SITHCCC026	Package prepared foodstuffs
7	SITHFAB025	Prepare and serve espresso coffee

CSBB Limited as trustee for the Catholic Schools Broken Bay Trust - 46331





ST PAUL'S CATHOLIC COLLEGE

Learn with Courage, Walk with Compassion, Live with Stewardship





*Ms Gabie Stojanovski
Principal*



*Ms Jamie Lee Wood
Assistant Principal*



*Ms Samantha Marshall
Assistant Principal*



*Learn with COURAGE
Walk with COMPASSION
Live with STEWARDSHIP*