



# YEAR 10 ASSESSMENT STUDENT HANDBOOK 2026



Name:

Admin:



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# Student Agreement (copy only)

As a senior student at St Joseph's Catholic College Aberdeen receiving this Year 10 Assessment Student Handbook, I am undertaking the responsibility to follow the procedures outlined in this handbook.

- I have read and understood the Year 10 Assessment Student Handbook, Catholic Schools ROSA Assessment Guidelines (TBA), Catholic Schools HSC Assessment Guidelines, the SJCCA - Statement of Practice – ROSA Assessment (TBA), the SJCCA - Statement of Practice – HSC Assessment and the SJCCA - Statement of Practice - Academic Malpractice and Collusion.
- I understand that:
  - attendance is a requirement of NESA to be eligible for the Year 10 ROSA.
  - I must apply myself with diligence and sustained effort to the set tasks and experiences provided in the course by the school, especially all assessment tasks.
- Wherever possible, I am to complete and present all assessment tasks by the due date and time; and to be present for those assessment tasks held at school.
- I understand that hand-in tasks are to be submitted by the designated due date and in some instances due time. Tasks submitted after the notified time will be considered **LATE** and may not be accepted.
- ***If I am unable to attend school on the day of an assessment task, I will ensure my parents/guardians place on Compass, phone (65437444) or email [admin@aberdeen.catholic.edu.au](mailto:admin@aberdeen.catholic.edu.au) the school by 8:45am and explain my absence and inform staff that I have an assessment due including the subject and task number.***
  - ***If I am unable to attend or complete an assessment for reasons of ill health, injury or misadventure, I will obtain relevant supporting documentary proof (medical certificate/police report etc.) and complete a School-Based Assessment Variation Form (available in this handbook). I understand that the Assessment Committee will decide on the validity of my application.***
- ***If I am absent for an assessment task immediately upon my return to school, I will submit all supporting documents to the Executive Assistant and report to the relevant Leader of Learning, ready to submit or complete the task.***
- In the event of a known absence from school on the due date of an assessment task, which prevents submission, I understand that it is **my responsibility** to inform the relevant Leader of Learning at least **four (4) school days prior** to the due date of my absence and submit a School-Based Assessment Variation Form.
- I understand that sporting, cultural events or family vacations should **not** prevent the submission of tasks on time. If the task is an in-class task, I am required to inform the relevant Leader of Learning at least four (4) school days prior to the due date of my absence and submit a School-Based Assessment Variation Form.
- I understand all applications for Extension/Illness/Misadventure are subject to the approval of the Assessment Committee, and that by submitting the application there is no guarantee of it being endorsed or accepted by the Assessment Committee. The Assessment Committee must consider what is right and just for all students in the course.
- If I fail to hand in an assessment task by the due date, without reasonable explanation and supporting documentary evidence, I will be penalised with a **ZERO** mark. However, I understand that I will still need to complete the task to a suitable standard to fulfil the requirements of the course and my eligibility for further studies and the Year 10 ROSA.
- I understand that technical issues are not an excuse for failure to submit a task. It is my responsibility to back up all tasks.
- I understand that malpractice will not be tolerated, and I will only submit **ALL MY OWN WORK**



# Contact Staff 2026

<b>School Executive</b>		
Principal	Mrs. Veronica Rolfe <a href="mailto:veronica.rolfe@mn.catholic.edu.au">veronica.rolfe@mn.catholic.edu.au</a>	
Assistant Principal – Curriculum	Mr. Joel Bristow <a href="mailto:joel.bristow@mn.catholic.edu.au">joel.bristow@mn.catholic.edu.au</a>	
Assistant Principal – Wellbeing	Mrs. Marika Eveleigh <a href="mailto:marika.eveleigh@mn.catholic.edu.au">marika.eveleigh@mn.catholic.edu.au</a>	
Ministry Coordinator	Mr. Vince Cooper <a href="mailto:vince.cooper@mn.catholic.edu.au">vince.cooper@mn.catholic.edu.au</a>	
Leader Administration	Ms. Lisa Bright <a href="mailto:lisa.bright@mn.catholic.edu.au">lisa.bright@mn.catholic.edu.au</a>	
Pedagogical Mentor	Mrs. Sarah Paine <a href="mailto:sarah.paine@mn.catholic.edu.au">sarah.paine@mn.catholic.edu.au</a>	
Leader Growth and Development	Mr. Aaron Dent <a href="mailto:aaron.dent@mn.catholic.edu.au">aaron.dent@mn.catholic.edu.au</a>	
<b>Leaders of Learning</b>		
Religion	Ms. Kristy Roach <a href="mailto:kristy.wadwell@mn.catholic.edu.au">kristy.wadwell@mn.catholic.edu.au</a>	Religion (REL)
English	Mrs Shannon Monro <a href="mailto:shannon.monro@mn.catholic.edu.au">shannon.monro@mn.catholic.edu.au</a>	English (ENG)
Mathematics	Mrs. Melanie Ritter <a href="mailto:melanie.carrigan@mn.catholic.edu.au">melanie.carrigan@mn.catholic.edu.au</a>	Mathematics Standard (MAT) Mathematics Advanced (MA3)
Science	Ms. Janene Thompson <a href="mailto:janene.thompson@mn.catholic.edu.au">janene.thompson@mn.catholic.edu.au</a>	Agriculture (AGR), Science (SCI)
HSIE	Ms. Wendy Thomas <a href="mailto:wendy.thomas1@mn.catholic.edu.au">wendy.thomas1@mn.catholic.edu.au</a>	History (Mandatory) (HIS), Geography (Mandatory) (GEO), History (Elective) (HIE), Commerce (COM),
PDHPE	Mr. Stefan Sokulsky <a href="mailto:steven.sokulsky@mn.catholic.edu.au">steven.sokulsky@mn.catholic.edu.au</a>	Personal Development, Health and Physical Education (PDH), Physical Activity and Sport Studies (PAS)
TAS	Mrs. Kirralee Green <a href="mailto:kirralee.green@mn.catholic.edu.au">kirralee.green@mn.catholic.edu.au</a>	Industrial Technology Timber (ITT), Food Technology (FOD), Industrial Technology Metal (ITM) Industrial Technology Engineering (ITE), Computing Studies (COT)
CAPA	Mrs. Claire Dent <a href="mailto:claire.dent@mn.catholic.edu.au">claire.dent@mn.catholic.edu.au</a>	Drama (DRA), Music (MUS), Visual Arts (VIS), Modern Languages (JPN)
Distance Education	Mr. Joel Bristow <a href="mailto:joel.bristow@mn.catholic.edu.au">joel.bristow@mn.catholic.edu.au</a>	
TAFE	Ms. Kylie Watkins <a href="mailto:kylie.watkins@mn.catholic.edu.au">kylie.watkins@mn.catholic.edu.au</a>	
<b>Support Staff</b>		
Leader of Wellbeing and Engagement	Mrs. Kelly Millevoi <a href="mailto:kelly.millevoi@mn.catholic.edu.au">kelly.millevoi@mn.catholic.edu.au</a>	
Career's Advisor	Ms. Kylie Watkins <a href="mailto:kylie.watkins@mn.catholic.edu.au">kylie.watkins@mn.catholic.edu.au</a>	
Learning Support	Mrs. Lauren Gallagher <a href="mailto:lauren.gallagher@mn.catholic.edu.au">lauren.gallagher@mn.catholic.edu.au</a>	
Indigenous Support	Ms. Laura Pegrum <a href="mailto:laura.pegrum@mn.catholic.edu.au">laura.pegrum@mn.catholic.edu.au</a> Ms. Christine Thompson <a href="mailto:christine.thompson@mn.catholic.edu.au">christine.thompson@mn.catholic.edu.au</a>	
School Counsellor	Mrs Natasha Solman <a href="mailto:natasha.solman@mn.catholic.edu.au">natasha.solman@mn.catholic.edu.au</a> Ms Jordi Pagett <a href="mailto:jordie.pagett@mn.catholic.edu.au">jordie.pagett@mn.catholic.edu.au</a>	



# Section 1 – General Information

## 1.1 – Welcome and Introduction

The Record of School Achievement (RoSA) is the system of credentialing which is the culmination of your school career up until the Higher School Certificate is achieved. This booklet provides you with information about the school's assessment policies and the assessment programs for each individual subject. It is hoped that by providing this information, students will be better prepared for each formal assessment task.

Students must meet a number of requirements set by the NSW Educational Standards Authority (NESA). One such requirement is that they perform all tasks set for the Assessment Program in each of their courses of study. Completion of all assessment tasks at a satisfactory level is captured by a grade (A to E) for each course you study, awarded by your teachers, which are then recorded on your RoSA.

Students will have to complete a number of assessment tasks as a compulsory part of their studies. Assessment will be both formal and informal. Formal assessment is summative in nature, and it measures student achievement of course outcomes. The results of this formal assessment are collated as required by the NESA to show a student has satisfactorily completed the course. Informal assessment items are diagnostic in nature, providing information to students about their mastery of course outcomes and feedback on how they might improve their level of understanding.

This book provides a guide to the number, type, and approximate date of assessment tasks for each subject. Details relating to course structures and specific assessment requirements can also be found on the various subject pages.

Assessment of students measures student achievement of course outcomes. Whilst they will complete the tasks at the same time as their peers, students are not being compared to others in their class. If students are to maximise their marks in each course, it is extremely important for them to not only complete all assessment tasks, but to hand them in on time. Late presentation without a doctor's certificate or other documented evidence could result in a penalty of zero marks.



# Section 2 – Assessment Requirements and Guidelines

## 2.1 – The Year 10 Course

Performance in Assessments is important. The NSW Educational Standards Authority (NESA) has set requirements for both schools and students. (Syllabus and assessment information is available on NESA website: [educationstandards.nsw.edu.au](http://educationstandards.nsw.edu.au)) Students must ensure they are aware of these requirements.

At the conclusion of Year 10, student results will be recorded on the student [Record of School Achievement \(RoSA\)](#), issued by NESA. Students will have online access to these results at the end of the year.

The requirements are established by the New South Wales Educational Standards Authority.

To be eligible for a [RoSA](#), students must have:

- completed the mandatory curriculum requirements for Years 7 to 10.
- attended a government school, an accredited non-government school or a recognised school outside NSW.
- completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
- complied with the requirements from the [Education Act](#).

## 2.2 – Satisfactory Completion

Satisfactory completion of a course involves participation in experiences, which are integral requirements of the syllabus including such things as assignments, class participation and practical work. **Students are required to complete all set tasks, not only those for assessment.** For the Principal to deem them as satisfactorily completing the course, students must make a **serious attempt** at assessment tasks.



### 2.3 – Performance Descriptors

Schools are responsible for awarding each student a grade (A, B, C, D, or E) to summarise the student's achievement. The grade awarded is reported on the student's Record of School Achievement.

During the course teachers collect information on the achievement of each student. To allocate a grade to a student at the end of the course, teachers make a judgement as to which grade descriptor best describes the achievement of that student.

<b>A</b>	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>B</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.
<b>C</b>	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.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	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.



# Section 3 – Assessment Policy and Procedure

## 3.1 – Assessment Procedures and Malpractice

A copy of the Schools HSC Assessment Guidelines and the SJCCA – Statement of Practice – HSC Assessment can be found on Compass – School Documentation – School Policies.

*Catholic Schools HSC Assessment  
Guidelines*

*SJCCA – Statement of Practice – HSC  
Assessment*



## 3.2 – Malpractice and Collusion

Malpractice and collusion is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- copying in an exam from another student or using information secretly brought in
- sharing of your work with another student or handing in work that someone else did and saying it is your own
- making up journal entries for a research project or process diary
- using information from the internet or elsewhere and not acknowledging the source. This also includes the use of AI technologies. **The Schools HSC Assessment Guidelines and the SJCCA – Statement of Practice - Academic Malpractice and Collusion** outlines the acceptable use of AI technologies in assessments.



The principal will ask the Assessment Committee to review any cases of suspected malpractice and recommend the appropriate action should malpractice be proven.

The student, in writing, must make any appeal against such a decision to the principal, within 24 hours of the decision being taken. If malpractice is proven, a mark of ZERO will be awarded.

*SJCCA – Statement of Practice - Academic Malpractice and Collusion.*



### **3.3 – Non-Serious or Non-Attempt**

Students will make a serious attempt at all assessment tasks. When a student does not attempt an assessment task, a mark of ZERO will be awarded. Where the Assessment Committee deems a student to have made a non-serious attempt, a mark of ZERO will be awarded.

A non-serious attempt is when a student submits an assessment task which shows little or no thought/effort, which is generally incomplete, or which contains frivolous or objectionable material. A serious attempt is the presentation of an assessment task which meets the requirements of the set task, and which has been done to the best of the student's ability.

Students **MUST** satisfactorily complete all assessment tasks set for a course for the Principal to deem them satisfactorily completing the course.



### 3.3 – Illness/Accident/Misadventure – Extension – Failure to submit

Scenario 1 Unforeseen Absence Illness or Misadventure	Scenario 2 Foreseen Absence Extension	Scenario 3 Fails to submit or attend with no supporting evidence
Receive Assessment Task Notification and sign for it	Receive Assessment Task Notification and sign for it	Receive Assessment Task Notification and sign for it
⤵	⤵	⤵
Prepare your task as per the Assessment Task Guidelines	Prepare your task as per the Assessment Task Guidelines	Prepare your task as per the Assessment Task Guidelines
⤵	⤵	⤵
Unable to attend school due to unforeseen or unavoidable circumstance.	Complete a School-Based Assessment Variation Form at least 3 days prior and Submit your completed School-Based Assessment Variation Form with your documentary proof of absence and other forms to the Executive Assistant. You will be informed via email of further steps for submission. Note: Zero marks awarded until extension is granted	Fail to submit a hand-in task or attend an in-class task on the due date/time with no reasonable excuse (as per School-Based Assessment Variation Form) Or submits a task which has evidence of malpractice.
⤵		⤵
Parents must contact the school by 8:45am via Compass, phone 65437444 or email <a href="mailto:admin@aberdeen.catholic.edu.au">admin@aberdeen.catholic.edu.au</a> to notify the relevant Leader of Learning that you have a task due and are unwell.		Student re completes the task and re submits.
⤵	⤵	⤵
Submit task via email or another student if possible.	Submit Assessment Task as per the alternative assessment arrangements on the new due date.	Teacher refers student to LOL for further investigation and issues a detention for task completion if required. Zero mark awarded on Compass.
⤵		⤵
Obtain proof of illness or misadventure i.e. Doctor Certificate, Pharmacy Certificate or Police Report. Complete a School-Based Assessment Variation Form		Student re-completes the task and re-submits.
⤵		⤵
Immediately upon return to school report to the Leader of Learning and submit task (if not already submitted). Submit your completed School-Based Assessment Variation Form with your documentary proof of absence and other forms to the Executive Assistant Note: Zero marks awarded until evidence is submitted.		Teacher marks the task and provides feedback (even if zero marks are awarded).
⤵		
You will receive in writing by email confirmation of all process of the assessment variation.		

**NB: Failure to follow the above may result in a ZERO mark for your assessment task**



### 3.4 – 'N' Determination

Students undertaking the Year 10 Course must make a genuine/serious attempt to satisfactorily complete course and assessment requirements. These requirements include students applying themselves with diligence and sustained effort to set tasks and experiences provided for the course by the school, regardless of whether these tasks contribute to the final assessment mark.

**Attendance is an integral part of satisfactorily completing a course.**

It is a matter for the class teacher's professional judgment to determine whether a student has made a genuine attempt to complete these requirements. Students must make a serious attempt at assessment tasks that contribute to the total assessment mark.

**Students who are not meeting course and/or assessment requirements at any stage of the course will be informed, in writing, of the potential of an 'N' determination in the course.**

Students and parents/guardians will be informed in writing, allowing sufficient time for the problem to be corrected, thus enabling the student to meet the course and/or assessment requirements satisfactorily. The school will retain copies of all relevant documentation.

Any student who is at risk of not meeting course and/or assessment requirements will be notified via official school documentation. The purpose of the warning is to give the student sufficient time and opportunity to correct the identified problem(s).

If a student does not meet course and assessment requirements in a Year 10 Course, an 'N' determination will be given. This means that the course will not be listed on the student's Record of Achievement, and it may also mean the possible withholding of the RoSA grades.

The final decision regarding any 'N' determination recommendation will be made by the Principal. Any student given an 'N' determination has the right to appeal against the decision. The appeal review will be conducted by the Assessment Committee. The outcome of the appeal will be notified to the student, the parents and NESAs.

### 3.5 – Assessment Appeals

Each student has the right to ask the class teacher why a mark was awarded for a specific assessment task. If the student is dissatisfied with the response given, the Leader of Learning of the subject involved should be consulted.



***Disputes over an individual task must be resolved as soon as possible by the Assessment Committee.***

Where the class teacher is the Leader of Learning, an alternate Leader of Learning will take their place on the Assessment Committee.

***Note: The Assessment Committee will make recommendations to the Principal who is the final arbiter.***

Where circumstances arise in the administration of the assessment of Stage 5 courses not covered by the procedures described in this document, they should be referred to, and discussed with, the Principal for resolution.

### **3.6 – Disability Provisions**

Disability provisions are arrangements designed to help students who could not otherwise make a fair attempt to demonstrate their knowledge in an examination room. The disability provisions are intended to reduce disadvantage in an examination situation. The provisions granted are determined by how the student's examination performance is affected.

Any students with a disability recognised in the Disability Standards can apply for disability provisions. These provisions apply to student, who qualify on the grounds of a diagnosis of a recognised disability or learning difficulty, medical condition or injury. Students may be given Disability Provisions for assessment tasks, based on evidence supplied to the Learning Support Coordinator, however, this is not automatically granted in the HSC examinations as the final decision for the granting of Disability Provisions can only be determined by NESA.

Students eligible to apply for Disability Provisions need to see the Learning Support Coordinator to ensure the completion and submission of the relevant forms by the due date.



### 3.7 – Aboriginal Student Support

*St Joseph's Catholic College Aberdeen would like to respectfully acknowledge the Wonnarua and Gamilaraay people who are the Traditional Custodians and First People of the land on which our school is built on. We pay our respects to the Elders past and present and we would like to extend our respect to the Aboriginal people, staff and students past and present of St Joseph's Aberdeen.*

St Joseph's Catholic College Aberdeen has a vibrant Aboriginal student population who are supported and encouraged in their endeavours and studies by the Catholic College. All students at the Catholic College are educated in Aboriginal culture, spirituality and traditions.

St Joseph's Catholic College, through funding provided by the Catholic Schools Office, employs an Aboriginal Educational Teacher who works with students through an individual mentoring program and/or through provision of tutoring.

The Aboriginal Educational Teacher supports the Stage 5 students with subject choices so as to find the right balance in their journey through their school life and to support the student through their various pathways after school such as:

- career notifications-information and traineeships
- scholarships and
- post school support.

Aboriginal Student leaders are involved in a range of activities under the guidance of the Aboriginal Teacher in relation to the celebration of days of significance for example Reconciliation Week. Care is taken to encourage students, families and staff to immerse themselves in, an appreciation and understanding of our shared Aboriginal heritage.

Our college welcomes active participation by members of our Aboriginal community in the education of our students.



## Section 4 – Assessment Documentation

### 4.1 – Referencing Guide

The **Harvard Reference Generator** tool is designed to create references for your bibliography in the correct form. The SJA Librarian recommends Neil's Tool Box: <http://www.neilstoolbox.com/> and for a Plagiarism Checker: <http://www.neilstoolbox.com/plagiarism-tester/index.htm>

### 4.2 –Key Terms

- Account** - Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
- Analyse** - Identify components and the relationship between them; draw out and relate implications
- Apply** - Use in a different, new or unfamiliar situation
- Appreciate** - Make a judgement about the value of
- Assess** - Make a judgement of value, quality, outcomes, results or size
- Calculate** - Ascertain/determine from given facts, figures or information
- Clarify** - Make clear or plain
- Classify** - Arrange or include in classes/categories
- Compare** - Show how things are similar or different
- Construct** - Make; build; put together items or arguments
- Contrast** - Show how things are different or opposite
- Critically analyse/evaluate** - Critically analyse: use interpretation and reasoning to assess a range of evidence and make judgements based on detailed analysis. Critically evaluate: add a degree or level of accuracy, knowledge and understanding, logic, questioning, reflection and quality to evaluate.
- Deduce** - Draw conclusions
- Define** - State meaning and identify essential qualities
- Demonstrate** - Show by example
- Describe** - Provide characteristics and features
- Discuss** - Identify issues and provide points for and/or against
- Distinguish** - Recognise or note/indicate as being distinct or different from; to note differences between
- Evaluate** - Make a judgement based on criteria; determine the value of
- Examine** - Inquire into
- Explain** - Relate cause and effect; make the relationships between things evident; provide why and/or how
- Extract** - Choose relevant and/or appropriate details
- Extrapolate** - Infer from what is known
- Identify** - Recognise and name
- Interpret** - Draw meaning from
- Investigate** - Plan, inquire into and draw conclusions about
- Justify** - Support an argument or conclusion
- Outline** - Sketch in general terms; indicate the main features of
- Predict** - Suggest what may happen based on available information
- Propose** - Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
- Recall** - Present remembered ideas, facts or experiences
- Recommend** - Provide reasons in favour
- Recount** - Retell a series of events
- Summarise** - Express, concisely, the relevant details
- Synthesise** - Putting together various elements to make a whole



#### 4.3 – School-Based Assessment Variation Form



#### 4.4 – School-Based Assessment Appeal Form



#### 4.5 – Statutory Declaration





#### 4.6 – Assessment Cover Sheet



**Please note:** All assessment documents are available on Compass School Documentation in the Assessment Documents folder.