

**Catherine McAuley Catholic College Medowie**  
**Wati Discovery House (Stage 4)**

**Formal Assessment Handbook 2026**



**Catherine McAuley**  
**Catholic College**  
**MEDOWIE**

## Introduction

Welcome to the Wati Discovery House (Stage 4) Formal Assessment Handbook for 2026.

The aim of this document is to Provide:

- A calendar of formal assessment tasks for students in Years 7 and 8.
- Clarity on the processes of assessment at Catherine McAuley Catholic College.
- Clearly define the responsibilities of each student in the assessment process.
- Ensure that students and their families understand the process to be followed in the event of absence, illness or misadventure which impacts on the preparation for or submission of an assessment task.

This document, along with the relevant Stage 5 and Stage 6 variations, form an age and stage appropriate approach to assessment which grows in rigour and responsibility as students' progress through year levels. The ultimate goal of this, and other school practices, is to ensure our students are assessment capable learners and our graduates' life and career ready.

Our assessment practices encompass both formative and formal assessment. Our students will participate in regular formative assessment processes throughout the school year within each subject area. In addition, students will also experience formal assessment practices including examinations which, along with the formative assessment processes, provide teachers with the data needed to make an on balance professional judgement of a student's learning and growth.

Effective assessment is important for the teacher as well. The feedback that teachers receive from blocks of student assessment assist our teachers to review our practices, target interventions and ensure that we, as best we can, meet every child at their point of challenge.

Please take the necessary time to familiarise yourself with the information contained within this handbook. It will offer assistance and guidance to ensure that every student is supported in their learning by a transparent and thorough assessment process.

Most importantly, remember that our college staff are always here to help. Within this document you will find the contact details for each Leader of Learning as well as the relevant Leader of Wellbeing and Engagement along with the Head of House.

We wish every student success throughout the assessment process this year.

If you have any questions, please do not hesitate to contact the College.

Regards,



Claudette Stace  
Assistant Principal



Robert Bain  
Head of House - Wati

## Supporting Learning

There is always someone to assist students throughout all aspects of school life. The first point of call for questions regarding any individual assessment task is the classroom teacher.

When seeking extensions of time or matters relating to accident and misadventure or academic malpractice, the Leaders of Learning play an important role.

Please note the following Leaders of Learning for 2026

- Studies of Religion: Sarah Gardiner [sarah.gardiner@mn.catholic.edu.au](mailto:sarah.gardiner@mn.catholic.edu.au)
- English: Lisa Dionysius [lisa.dionysius@mn.catholic.edu.au](mailto:lisa.dionysius@mn.catholic.edu.au)
- Mathematics: Alana Daley [alana.daley@mn.catholic.edu.au](mailto:alana.daley@mn.catholic.edu.au)
- Science: Luke Kelleher [luke.kelleher@mn.catholic.edu.au](mailto:luke.kelleher@mn.catholic.edu.au)
- HSIE: Alexander Finall [alexander.finall@mn.catholic.edu.au](mailto:alexander.finall@mn.catholic.edu.au)
- CAPA / LOTE: Elyse North [elyse.north@mn.catholic.edu.au](mailto:elyse.north@mn.catholic.edu.au)
- TAS: Richard Brown [richard.brown@mn.catholic.edu.au](mailto:richard.brown@mn.catholic.edu.au)
- PD/H/PE: Lachlan Tonks [lachlan.tonks@mn.catholic.edu.au](mailto:lachlan.tonks@mn.catholic.edu.au)

In 2026 the Head of House for Wati Discovery (Stage 4 – Years 7 and 8) is Robert Bain [robert.bain@mn.catholic.edu.au](mailto:robert.bain@mn.catholic.edu.au)

The Leader of Wellbeing and Engagement for Year 7 is Amber Pyne [amber.pyne@mn.catholic.edu.au](mailto:amber.pyne@mn.catholic.edu.au)

The Leader of Wellbeing and Engagement for Year 8 is Michael Crellin [michael.crellin@mn.catholic.edu.au](mailto:michael.crellin@mn.catholic.edu.au)

The Leader of Inclusive Pedagogies (Learning Support) is Geraldine Whiteside [gerladine.whiteside@mn.catholic.edu.au](mailto:gerladine.whiteside@mn.catholic.edu.au) and Jenny Newling [jenny.newling@mn.catholic.edu.au](mailto:jenny.newling@mn.catholic.edu.au)

Oversight of the College assessment practices is the responsibility of the College Assistant Principal Claudette Stace [claudette.stace@mn.catholic.edu.au](mailto:claudette.stace@mn.catholic.edu.au)

# Assessment Procedures

## Overview

Assessment in Years 7 and 8 is underpinned by a combination of formative and formal assessment tasks, which are reported on in a Semester Report within the semester report, students will receive an assessment grade for both Ongoing, Formal and Overall assessment achievement, for work completed in that semester reporting period.

Ongoing assessment is defined as:

- Class based ongoing assessment that informs future teacher practice and provides evidence of individual student achievement and growth. Ongoing assessment describes all those processes by which teachers can make informed judgements about a student's achievement level and can include, but are not limited to, formative assessment, informal summative assessment, observations, class activities, verbal discussions and group activities.

Formal assessment is defined as:

- Tasks requiring formal student notification of no less than 2 weeks, with notification being made via the Learning Task component of Compass and viewable by both students and parents/carers. Formal assessment tasks are scheduled within the school calendar and have additional responsibilities for students who are absent from or miss a scheduled task.

Overall Assessment is defined as:

- A balanced professional judgement of student learning, based on evidence gathered from both Ongoing assessment and Formal assessment tasks. The Overall Assessment Grade reflects the grade statement that best aligns with the student's demonstrated achievement, with no fixed weighting applied to either type of assessment.

## Formal Assessment

For students in Years 7 and 8 formal assessment tasks will be limited to one task per subject, per semester. Therefore, the one formal assessment task is representative of the formal assessment grade on the students' Semester Report.

Should a student miss a formal assessment task there are clear steps that must be taken to ensure that the student can complete the task, and that the academic integrity of the process is maintained.

Specific requirements and responsibilities are detailed within the following pages. A calendar of formal tasks and outcomes assessed has been provided to aid in organisation and study routines.

**All assessment task due dates are accurate as of the time of publishing. Should there be any modifications, this will be noted on the individual task notification, which is issued at least two weeks prior to the formal assessment task via compass.**

## Achievement Scale

All schools in NSW adopt a 5 point standards-referenced approach to assessment and reporting. Teachers collect assessment data and their professional judgement to decide which grades best match the standards that students have achieved.

The following scale will be used as an indicator, as to how well students are achieving against what they are expected to learn by the end of Stage 4. It relates to depth of knowledge and range of skills.

<b>Achievement Scale</b>	<b>Descriptor</b>
Working Deeply	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.
Working Beyond	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.
Working At	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.
Emerging Towards	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
Working Towards	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.

# Formal Assessment Procedures

## Formal Hand-In Assessment Tasks

### Submission of Hand-in Assessment Tasks by the due date.

For tasks requiring submission by a due date, it is the responsibility of the student to ensure the following:

- Hand-in tasks are to be submitted at the time and in the manner indicated on the Learning Task Notification on Compass.
- Where possible, students are advised to submit the task before the due date, if they know that they will be absent from school on the day that the task is to be submitted. Students are advised to contact their classroom teacher to arrange for early submission.

### Extension of Time: Formal Hand-in Assessment Tasks

The Leader of Learning will consider all applications for extensions of time. Students must recognise that formal notification of assessment details are made well in advance and extensions will, therefore, not be granted without serious cause or exceptional circumstances. The College recognises that absence due to illness, family crisis and events beyond control of the student may occur, and that it is appropriate for these circumstances be seriously considered.

Extensions will be granted at the discretion of the Leader of Learning. If a student foresees a problem with completing a task by a due date, they must complete the following procedures:

- A letter/email from the parent/carer outlining the specific of the requested change be provided to the relevant Leader of Learning (email addresses of all Leaders of Learning are included in the front of this document).
- All requests will be considered by the Leader of Learning who will notify the family of the decision and any necessary alternate arrangements.

When an assessment task clashes with other official school activities, such as excursions, or sporting representation at school, state or diocesan level, an extension will be automatically granted until the next school day.

In the case of absence, which has been approved by the Principal, the following will occur:

- If the student returns to school within 5 school days, an automatic extension will be granted to the first school day the student is present for.
- If the student returns to school not before 10 school days from the assessment task date, no formal grade will be recorded for the student and 'NA' will appear on the Semester Report.

Absence for recreational reasons is not considered grounds for an extension of time for an assessment task.

Students can seek an extension of time for assessment tasks that require them to submit work by a due date:

- If significant illness has impacted on the student's ability to complete the task by the due date.
- If significant family or other circumstances have impacted on the student's ability to complete the task by the due date.

The Leader of Learning will be unlikely to grant an extension in the case of:

- Technical difficulties. Students are expected to follow responsible practices in relation to the use of technologies, including maintenance of reliable and up to date backup copies, allowing sufficient time to deal with potential technical failures and the retention of printed draft copies.
- Misplaced work assignment.
- Loss of time due to travel commitments.
- Difficulties with research which should have been addressed by early commencement of research.
- Brief periods of illness or misadventure.
- External commitments that are not approved by the school.
- School workload.
- Organisational problems experienced in the days leading up to a deadline.

### **Unforeseen Absence on the Due Date of a Hand-in Formal Assessment Task**

Absence on the day of a hand-in assessment task is not accepted as a valid reason for non-submission unless a request for an extension has already been approved by the relevant Leader of Learning. Students should make every effort to submit a task by having a relative or friend submit on their behalf or through the use of technology. Should this not be possible, and a student has an unforeseen absence on the day or part of the day that a task is to be submitted, the following procedure must be followed:

- On the morning of the task, the parent/carer must contact the school office and leave a message for the specific Leader of Learning and Course Teacher notifying them of the absence. The name of the student, the task, the subject and the reason(s) for the absence should be identified.
- The student, on their first day back at school after the period of absence, must submit the task as per the instructions on Learning Task Compass notification.

### **Late/Non-submission Hand-In Formal Assessment Tasks**

Failure to follow the above procedures for submission of hand-in formal assessment tasks may incur the following penalties:

- Referral to restore until completion of task
- One day late: 20% of the total mark available deducted.
- Two days late: 40% of the total mark available deducted.
- Three or more days late: 50% of the total mark available deducted.
- After 10 School days: A mark of zero will be awarded.

Students are advised that it is preferable to submit a task regardless of the state of completion as partially completed tasks will receive some marks if submitted by the due date. Even if a mark of zero is given due to non-submission by the due date, the student will still be expected to submit the task in order to satisfy the course completion criteria and to obtain important feedback from the marker.

Failure to hand in a stage of a long-term project will result in a zero mark for that stage if the necessary documentation is not submitted. Failure to complete one component will not necessarily result in a zero mark for the whole task. However, continued failure to submit stages of a long-term project may result in a zero mark for the whole task.

The security of the task, prior to handing it in, is the responsibility of the student. Students should make and retain a copy of their work where feasible (for example, a photocopy, photograph or back up in the appropriate media).

## **In-Class Formal Assessment Tasks/Examinations**

It is the responsibility of the student to be prompt to the classroom or assessment/examination venue and leave all bags outside the room, as per the teacher's instructions. Students are permitted to bring the following into the examination room:

- A clear plastic sleeve containing all writing implements, approved calculators, and other specified equipment.
- A clear water bottle.

Students must follow the teacher's directions before, during and at the completion of the task and maintain silence during the assessment or examination.

Mobile phones, smart watches, laptops, or any internet enabled devices are strictly prohibited from all assessment/examination venues.

### **Request for Change of Date: In-Class Formal Assessment Tasks/Examinations**

The College recognises and understands absence due to illness, family crisis or events beyond the control of a student may occur. In these circumstances, a student may request a variation to the assessment schedule, however, this will only be approved under exceptional circumstances. When a clash with an in-class assessment task or examination can be foreseen, the following procedures must be followed:

- A letter/email from the parent/carer outlining the specific of the requested change be provided to the relevant Leader of Learning (email addresses of all Leaders of Learning are included in the front of this document).
- All requests will be considered by the Leader of Learning who will notify the family of the decision and any necessary alternate arrangements.

When an assessment task or examination clashes with other official school activities, such as excursions, or sporting representations at school, state or diocesan level the student will be expected to attend a catch-up session scheduled by the LoL or HoH.

In the case of leave of absence which has been approved by the Principal the following procedures will be followed:

- If the student returns to school within 5 school days, an automatic extension will be granted to the first school day the student is present for.
- If the student returns to school not before 10 school days from the assessment task date, no formal grade will be recorded for the student and an 'NA' will appear on the Semester Report.

Absence from a formal assessment task or examination for recreational reasons is not considered grounds for a change of date request.

### **Unforeseen Absence on the Date of a Formal In-Class Assessment / Examination**

Absence on the day of an in-class assessment or examination is not accepted as a valid reason for non-completion unless a change of assessment date request has already been submitted to, and

approved by, the Leader of Learning. Should this not be possible and a student has an unforeseen absence on the day or part of the day that an in-class task/examination is to be completed, the following procedures must be followed:

- On the morning of the task, the student or parent/carer must contact the school office and leave a message for the specific Leader of Learning and Course Teacher notifying them of the absence. The name of the student, the task, the subject and the reason(s) for the absence should be identified.
- On the day of their return to school, the student must present to the relevant Leader of Learning to arrange a catch up task.

Failure to follow the above procedures for in-class assessment tasks may incur the following penalties:

- Referral to restore
- 30% of the total mark available deducted.
- An N/A if the student cannot complete an in-class task within two weeks of the initial date.

### **Use of Technology and Electronic Submissions of Assessment Tasks**

In certain circumstances, with prior approval of the Leader of Learning, assessment tasks may be submitted electronically. The following conditions will apply:

- The assessment task should be readily identifiable. This may involve storing files in a specific location as nominated by the teacher or it may involve submission on portable storage device or by email if nominated by the teacher. The teacher may also collect assessments via Teams, Compass, or Turn It In.
- It is the responsibility of the student to ensure files are readable, useable and virus free.
- It is the responsibility of the student to ensure that technology such as home printers and home internet connections are in working order before the due date of the assessment task. Technical computer failure is not acceptable as a reason for late submission. In any case the date on which the file was last modified will be tracked by the teacher.
- The school will only accept assessment tasks which are created in software applications installed on the school network, and in a format, which can be read by school computers.

If a student uses audio-visual equipment or computer technology to present an assessment task the proper functioning of the software and 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 not be eligible for misadventure appeals. This also applies to audio media, video media and other electronic devices.

Students are advised to keep all rough notes, resources and work in case of equipment failure or loss. A back up copy of all drafts and paper copies of work should be made during the preparation of a task as they may be required to ensure against penalties being incurred. It is advised that regular printout of draft material be made in case of technology malfunction.

## Drafting

Students may choose to seek feedback on drafted work prior to the due date. Students are permitted to seek feedback on one draft, and this must be requested no less than seven days from the assessment due date.

Every effort will be made to offer constructive feedback to students; however, there may be limitations given time restraints on teachers in the busy period prior to assessment due dates.

## Malpractice

All assessment tasks must be the original work of the student. Malpractice includes any form of plagiarism or cheating.

### Plagiarism

Plagiarism includes copying any form of print, electronic media, or another person's work to present as one's own. It occurs when the original work is directly copied or paraphrased without acknowledgment or when the task is completed by another person. If it is found that a student has plagiarised, then a mark of zero will be recorded for the section of the task. An assessment task can be considered plagiarised if:

- There is a total lack of referencing.
- There is deliberate deception by inventing references or not acknowledging passages that are either direct quotes from another author or substantially the work of another person.
- Ideas and information are paraphrased and not referenced.
- Part or all of another student's work is copied.
- A significant portion of the written response is not the student's original work even though it has been referenced.

The marker is not required to locate the source of the copied material to prove non-authenticity. An experienced marker can easily identify non-authenticity from textual evidence. Any other student who is determined to have assisted with the action of copying/plagiarism will have a mark of zero recorded for that section of the task as well.

### Use of Artificial Intelligence (AI)

Artificial Intelligence (AI) tools must **not** be used for any part of an assessment task in Years 7 and 8. Across the Maitland Newcastle Catholic Diocese, the use of AI is only permitted for students 15 years and over. Canva and Adobe Express offer some AI components and are exempt of this rule.

### Cheating

Cheating refers to circumstances in which a student attempts to gain unfair advantage in an assessment task. Some common examples include:

- Unauthorised reference to materials other than those specified by the task.
- Concealed notes or writing taken into the assessment task or examination room.
- Use of electronic devices, mobile phones or non-approved calculators.
- Communicating with other students or copying other students' responses in assessment task conditions.
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially.
- Paying someone to write or prepare material.

- Using non-approved aides during assessment tasks/exams.
- Contriving false explanations to explain work not handed in by the due date.
- Assisting another student to engage in malpractice, for example lending your work to another.
- Having someone else write/complete Mathematics Learning Logs or other approved notes able to be used during in-class assessments or examinations.

It is not acceptable to cheat in an assessment task and it is not acceptable to know that cheating is occurring and do nothing about it. If it is found that a student has cheated or attempted to cheat or is determined to have assisted with the action of copying/cheating in an assessment task to gain unfair advantage, then a mark of zero will be recorded for the section or sections of the task in which the cheating has occurred.

All equipment taken into the venue for an assessment task must be the same as allowed in that course for the HSC examination and it may be checked by the supervising teacher.

Students must not use a mobile phone, smart watch or access any other source of information unless instruction or permission is specifically given by the teacher. Zero marks will be awarded for a breach of this requirement.

Advanced digital devices may not be taken into examination rooms. Examples include mobile phones, tablets, smart watches, fitness device with internet connectivity.

Parent/Carer condoned absence from school to complete or prepare for an assessment task are not acceptable.

## **Marking and Feedback**

An essential component of assessment is to provide meaningful feedback to each student. Teachers will endeavour to mark and return assessment tasks promptly. Feedback, either written or verbal, will be provided to each student using the marking criteria for the task. Annotation of student work will indicate what the student did well and how they can improve. Elements of meaningful feedback could include:

- Providing marks which have meaning as they are linked to specific criteria.
- Providing a grade for each task.
- Allowing students to self-assess their work relative to the marking criteria.
- Allowing peers to assess their work relative to a marking criteria.
- Providing opportunity for teachers to discuss with students (one on one/small group / whole group) the assessment of their performance, which may include their study preparation, their exam technique, their time management, their attitude and application, their commitment to class and home study, etc.
- Written comments when benefit future student performance, affirm their performance, suggest methods of improvement, areas for development, etc.
- Providing a link to their future learning in the course.
- Providing annotated sample responses.
- Providing summaries for areas of weakness and strength across the cohort.

## **Release of Grades and Student Reflection**

Student grades will be released via Compass after feedback sessions have taken place in classes. Grades will be viewable by both students and parents.

Before assessment grades are released, students will have had the opportunity to reflect on their results, using teacher guidance and specific task feedback. The aim of the Student Reflection is to provide students with a structure to identify successful aspects of the recent assessment, identify areas that need further improvement and plan to improve performance in future tasks.

## Year 7 Formal Assessment Calendar 2026

For students in Years 7 and 8 formal assessment tasks will be limited to one task per subject, per Semester. Therefore, the one formal assessment task is representative of the formal assessment grade on the students' Semester Report.

*For in class tasks, each class will sit the task according to their timetable – please ensure you read the task notification to know when your class is completing the task.*

***Students are required to check Formal Task Notifications for specific date and conditions for submitting the task***

### Semester 1

#### Term 1

Week	Due Date	Course	Name of task	Outcomes Assessed	Submission Method
<b>Weeks 1-8</b>	No Formal Assessment Scheduled.				
<b>Week 9</b>	During timetabled lesson this week	Religion	Topic Test	CT4.3, CT4.9, CT4.13	In-class task
	During timetabled lesson this week	Science	Practical Assessment	SC4-WS-02 SC4-WS-02 SC4-WS-04	In-class task
	Friday 27 <sup>th</sup> March	PDHPE	This is Me Video	PH4-SMI-01, PH4-SHW-01, PH4-IBC-01	Hand-in task
<b>Week 10</b>					

## Term 2

Week	Due Date	Course	Name of task	Outcomes Assessed	Submission Method
Week 1					
Week 2					
Week 3	During timetabled lesson this week	Visual Arts	Self Portraits	4.1, 4.3, 4.5	Hand-in task
Week 4	During timetabled lesson this week	Languages	French Writing and Listening task	ML4-UND-01 ML4-CRT-01	In-class task
Week 5					
Week 6	During timetabled lesson this week	HSIE (History)	Semester 1 Examination	HI4-CON-01, HI4-CPP-01, HI4-SPE-01, HI4-IEP-01, HI4-SOU-01, HI4-COM-01	In-class task
	During timetabled lesson this week	Technology	Get Appy or Zest Food Fest	TE4-PPM-01 TE4-DES-01 TE4-DIG-02 TE4-SDP-01	Hand-in task
	During timetabled lesson this week	Mathematics	Semester 1 Exam	MA0-WM-01, MA4-INT-C-01, MA4-FRC-C-01, MA4-IND-C-01, MA4-ALG-C-01	In-class task
	During timetabled lesson this week	English	Analytical Essay	EN4-RVL, EN4-URA, EN4-URB, EN4-ECA	In-class task
Weeks 7-11	No Formal Assessment Scheduled				

## Semester 2

### Term 3

Week	Due Date	Course	Name of task	Outcomes Assessed	Submission Method
<b>Weeks 1-7</b>	No Formal Assessment Scheduled				
<b>Week 8</b>	During timetabled lesson this week	Languages	Speaking Task	ML4-INT-01	In-class task
<b>Week 9</b>	During timetabled lesson this week	Religion	Scripture Interpretation Task	CT4.1, CT4.2, CT4.7	In-class task
	During timetabled lesson this week	Science	Topic test	SC4-CLS-01, SC4-WS-06, SC4-WS-05	In-class task
<b>Week 10</b>					

### Term 4

Week	Due Date	Course	Name of task	Outcomes Assessed	Submission Method
<b>Week 1</b>					
<b>Week 2</b>	During timetabled lesson this week	Visual Arts	Visual Verbal & Artwork	4.2, 4.4, 4.6, 4.7, 4.8	Hand-in task
<b>Week 3</b>					
<b>Week 4</b>					
<b>Week 5</b>	During timetabled lesson this week	HSIE (Geography)	Semester 2 Examination	GE4-DFC-01, GE4-PRI-01, GE4-PER-01, GE4-MAN-01, GE4-APC-01, GE4-TAP-01, GE4-COM-01	In-class task
<b>Week 6</b>	During timetabled lesson this week	Technology	Get Appy or Zest Food Fest	TE4-PPM-01 TE4-DES-01 TE4-DIG-02 TE4-SDP-01	Hand-in task
	During timetabled lesson this week	PDHPE	Dance	PH4-MSS-01, PH4-MSS-02, PH4-SMI-01	In-class performance task
	During timetabled lesson this week	Mathematics	Semester 2 Exam	AO-WM-01, MA4-LEN-C-01, MA4-ARE-C-01, MA4-FRC-C-01	In class task
	During timetabled lesson this week	English	Imaginative Writing	EN4-RVL, EN4-URC, EN4-ECA	In-class task
<b>Weeks 7-10</b>	No Formal Assessment Scheduled				

## Year 8 Formal Assessment Calendar 2026

For students in Years 7 and 8 formal assessment tasks will be limited to one task per subject, per semester. Therefore, the one formal assessment task is representative of the formal assessment grade on the students' Semester Report.

*For in class tasks, each class will sit the task according to their timetable – please ensure you read the task notification to know when your class is completing the task.*

***Students are required to check Formal Task Notifications for specific date and conditions for submitting the task***

### Semester 1

#### Term 1

Week	Due Date	Course	Name of task	Outcomes Assessed	Submission Method
<b>Weeks 1-7</b>	No Formal Assessment Scheduled				
<b>Week 8</b>	During timetabled lesson this week	Religion	Social Sin Letter	CT4.7, CT4.11, CT4.12, CT4.13	In-class task
<b>Week 9</b>	During timetabled lesson this week	English	Short answer analytical task	EN4-RVL, EN4-URB, EN4-URA-01	In-class task
	During timetabled lesson this week	Science	Practical assessment	SC4-WS-02 SC4-WS-04 SC4-WS-05 SC4-LIV-01	In-class task
	Friday 27 March	PDHPE	Mental Health Project	PD4-2, PD4-9	Hand-in task
<b>Week 10</b>					

## Term 2

Week	Due Date	Course	Name of task	Outcomes Assessed	Submission Method
<b>Weeks 1-2</b>	No Formal Assessment Scheduled				
<b>Week 3</b>	During timetabled lesson this week	Music	Performance	MU4-PER-01 MU4-LIS-01	In-class task
<b>Week 4</b>					
<b>Week 5</b>	During timetabled lesson this week	Mathematics	Semester 1 Exam	MAO-WM-01, MA4-RAT-C-01, MA4-EQU-C-01, MA4-DAT-C-01, MA4-DAT-C-02	In-class task
<b>Week 5</b>	During timetabled lesson this week	HSIE (Geography)	Semester 1 Exam	GE4-DFC-01, GE4-PRI-01, GE4- PER-01, GE4- MAN-01, GE4- APC-01, GE4- TAP-01, GE4- COM-01	In-class task
<b>Week 6</b>	During timetabled lesson this week	Technology	Pinball Machine or Tote Bag	TE4-PPM-01 TE4-DES-01 TE4-MSC-01 TE4-SDP-01	Hand-in task
<b>Weeks 7-8</b>	No Formal Assessment Scheduled				

## Semester 2

### Term 3

Week	Due Date	Course	Name of task	Outcomes Assessed	Submission Method
<b>Weeks 1-3</b>	No Formal Assessment Scheduled				
<b>Week 4</b>	During timetabled lesson this week	Science	Topic test	SC4-WS-06, SC4-WS-08, SC4-PRT-01	In-class task
<b>Weeks 5-6</b>	No Formal Assessment Scheduled				
<b>Week 7</b>	Friday 4 September, games to be played (Part C) throughout Week 8	PDHPE	Modified Game	PD4-8, PD4-11	Hand-in and practical in-class
<b>Week 8</b>					
<b>Week 9</b>	During timetabled lesson this week	English	Graphic novel analytical essay	EN4-RVL, EN4-URA, EN4-ECA	In-class task
	Date TBC	Religion	Diocesan Religious Literacy Test	All outcomes in Module 1&2 may be assessed	In-class task
<b>Week 10</b>	During timetabled lesson this week	Music	Rap Composition	MU4-COM-01	Hand in task (via TEAMS)

### Term 4

Week	Due Date	Course	Name of task	Outcomes Assessed	Submission Method
<b>Weeks 1-4</b>	No Formal Assessment Scheduled				
<b>Week 5</b>	During timetabled lesson this week	Mathematics	Semester 2 Exam	MAO-WM-01, MA4-LIN-C-01, MA4-PYT-C-01, MA4-ARE-C-01, MA4-VOL-C-01, MA4-GEO-C-01, MA4-PRO-C-01	In-class task
	During timetabled lesson this week	HSIE (History)	Semester 2 Examination	HI4-CON-01, HI4-SPE-01, HI4-CPP-01, HI4-IEP-01, HI4-APP-01, HI4-SOU-01, HI4-COM-01	In-class task
<b>Week 6</b>	During timetabled lesson this week	Technology	Pinball Machine or Tote Bag	TE4-PPM-01 TE4-DES-01 TE4-MSC-01 TE4-SDP-01	Hand-in task
<b>Weeks 7-10</b>	No Formal Assessment Scheduled				