

**Catherine McAuley Catholic College**

**Watha Endeavour House**

**Stage 5**

**Formal Assessment Handbook**



**Catherine McAuley  
Catholic College**

**MEDOWIE**

**2026**

## Introduction

Welcome to the 2025 Watha Endeavour House (Stage 5) Formal Assessment Handbook.

The aim of this document is to provide:

- A calendar of formal Assessment Tasks for students in Years 9 and 10.
- Clarity on the processes of assessment at Catherine McAuley Catholic College.
- Clearly define the responsibilities of each learner 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.

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



Rebel Clark  
Head of House - Watha

## 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)

The Leader of Wellbeing and Engagement for Year 9 is Ellie Madden  
[ellie.madden@mn.catholic.edu.au](mailto:ellie.madden@mn.catholic.edu.au)

The Leader of Wellbeing and Engagement for Year 10 is Taylor Joyce  
[taylor.joyce@mn.catholic.edu.au](mailto:taylor.joyce@mn.catholic.edu.au)

In 2026 the Head of House for Watha Endeavour (Stage 5 – Years 9 and 10) is Rebel Clark  
[rebel.clark@mn.catholic.edu.au](mailto:rebel.clark@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 9 and 10 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 will be 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. Teachers consider the information collected for a student up to the time of compilation of the Semester Report. 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.

Through ongoing and formal assessment practices student performance is determined using a 5-point achievement scale in years 9 and 10.

## Achievement Scale

All schools in NSW adopt a 5-point standards-referenced approach to assessment and reporting. Teachers collect assessment data and use their professional judgement to decide which grades best match the standards that students have achieved. The following A-E Common Grade Scale will be used as an indicator as to how well students are achieving what they are expected to learn by the end of Stage 5. It relates to depth of knowledge and range of skills.

## The Common Grade Scale

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

### Record of School Achievement (RoSA)

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until, and including, some results from Year 12. The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning. The RoSA is requested from NESAs once a student has formally withdrawn from schooling. It can then be accessed online via the Students Online portal: [NSW Students Online](#)

#### 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.

### Satisfactory Completion of a Course

When students enter Stage 5, they are commencing a pattern of study that eventually will result in the student being eligible for a RoSA. A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

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

***Attendance at school is an important component for the satisfactory completion of a course.***

### **Non-satisfactory Completion of Course ('N' Determination)**

If students don't complete a course's requirements, they will receive an 'N' determination. This decision is made by the principal at the end of the course, under delegated authority from NESAs, that a student has not satisfactorily completed a course.

If at any time you are at risk of not satisfactorily completing a course, you will receive an academic warning letter from the College (N Warning). The letter will indicate the areas of concern and you will be given some time to show improvement.

You will receive an academic warning letter if you:

- Do not follow a course developed or endorsed by the Board.
- Do not apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- Do not achieve some or all of the course outcomes.
- Are frequently absent and don't complete missed work.
- Frequently fail to complete classwork and/or homework.

### **Calculation of a RoSA Grade**

Student RoSA grades are calculated at the culmination of Year 10. A student will receive a separate RoSA grade for each RoSA course they have studied in years 9 and 10. They reflect the culmination of a student's achievement across Stage 5 and therefore, are not reported on in the Semester Report. Final RoSA grades are available for students to view via Schools Online, by downloading their e-Record, which will be **made available on 3<sup>rd</sup> December 2026**. It can then be accessed online via the Students Online portal: [NSW Students Online](#)

### **Appeals Against a RoSA Grade**

If a student wishes to appeal against the grade awarded by the College in a particular course, the student needs to submit a formal appeal in writing to the Head of House, together with evidence within 5 school days of the release of RoSA grades.

To review the grade:

- The College Assessment Review Committee will convene to review the grade, comprising an Assistant Principal, Leader of Curriculum, Head of House and the relevant Subject Leader of Learning.
- The Principal will be consulted in this instance and the Committee will advise the student in writing of the result of the review.

Your application for an appeal should show that your grade in the course is not consistent with the feedback given to you throughout the year by the College.

## Formal Assessment

For students in Years 9 and 10 formal assessment tasks will be limited to two-three tasks per subject, per year. For core subjects (English, Religion, Mathematics, History, Geography, PDHPE, Science), one formal assessment task will be in the form of an exam, held within a structured examination week. These examination weeks are marked in yellow, on the assessment calendar at the back of this book.

The student's formal assessment grade on the students' Semester Report, is reflective of their performance in any formal assessments that are undertaken within that Semester, and do not accumulate across the year.

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.

**All assessment task due dates are accurate as of the time of printing. 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.**

## Formal Assessment Procedures

All official forms referred to in this section of the Assessment Handbook may be downloaded from the College SharePoint or obtained from Student Services.

### Hand-In Assessment Tasks

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

For those 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 Assessment Task Notification.
- In the event that a student is aware that they will be absent from school on the day the task is to be submitted, students are advised to submit the task prior to the due date. Students are advised to contact their classroom teacher to arrange for early submission.

#### Extension of Time: 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:

- Student must complete an Illness/Misadventure/Variation Form, which can be obtained online and from Student Services. Students must indicate on the form that they are seeking an extension of time for a hand-in assessment task. To request an extension of time, the student must submit the form to the relevant Leader of Learning at least three (3) days prior to the due date.
- A student should not assume approval will be granted for a request for an extension and, therefore, should follow up the request with the relevant Leader of Learning.

When an assessment task clashes with other official school activities, such as work placement or excursions, or sporting representation at school, state or diocesan level, it is the responsibility of the student to follow the above procedures if they intend to request an extension of time. Approved adjustments to the assessment schedule will then be documented for affected students.

In the case of absence which has been approved by the Principal, it is also the responsibility of the student to follow the above procedures.

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 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 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.
- The student must complete an Illness/misadventure/variation Form which can be obtained online and from Student Services. Students must indicate on the form that they are seeking consideration for an unforeseen absence on the day of an assessment task.
- The student should not assume approval will be granted as a result of submitting this form. The student is expected to follow up with the relevant Leader of Learning.

The student, on their first day back at school after the period of absence, must submit the task as per the instructions on the Assessment Task notification and provide the relevant misadventure form and supporting documentation to the Leader of Learning.

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

Failure to follow the above procedures for submission of hand-in assessment tasks and the relevant forms will incur the following penalties:

- Referral to a Restore Session
- 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: A zero mark will be recorded. This may also result in an “N Determination” being entered for the course in question and an NA published on the Semester Report.

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 do this will result in a ‘N’ determination for that course of study.

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 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 or at the front of 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.
- School ID Card (as needed)

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 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:

The student must complete an Illness/Misadventure/Variation Form, which can be obtained online or from Student Services. The student must indicate on the form that they are seeking a change of date for an in-class assessment task. The student must submit this form to the Leader of Learning at

least three (3) days prior to the date of the task and independent documentary evidence must also accompany a request for a change of assessment date.

The student should not assume approval will be granted for a change of date for an assessment task and therefore should follow up the request with the relevant Leader of Learning.

When an assessment task or examination clashes with other official school activities, such as work placement or excursions, or sporting representations at school, state or diocesan level, it is the responsibility of the student to follow the above procedures in they intend to request a change of date.

In the case of leave of absence which has been approved by the Principal it is also the responsibility of the student to follow the above procedures.

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 an 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.
- The student must complete an Illness/Misadventure/Variation Form, which can be obtained online or from Student Services. The student must indicate on the form that they are seeking consideration for an unforeseen absence on the day of an assessment task or examination.
- On their first day back at school after the period of absence, students must submit the form to the Leader of Learning. It is expected that the student will complete the task, or an alternative task that same day unless notified of a more suitable alternative date, particularly if the student does not have that subject that day. In the case of examination blocks, the student should be prepared to complete the examination missed due to absence, on their first day of return to school. Students may be required to complete 2 exams in one day if the student has missed more than one examination.

Note: If the Leader of Learning is not available, the student must see their class teacher to organise a time to complete the assessment task or examination.

- The student should not assume approval will be granted as a result of submitting this form. The student is expected to follow up with the relevant Leader of Learning.

Students who do not follow the correct procedure for a missed assessment task/examination will incur a late penalty as specified in the assessment handbook. In circumstance where the completion of a substitute task or multiple missed tasks is not feasible or is unreasonable during the examination block, the Assistant Principal may authorise the use of an estimate based on other appropriate evidence on the advice of the Leader of Learning.

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

- Referral to a Restore Session
- 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: A zero mark will be recorded. This may also result in an “N Determination” being entered for the course in question and an NA published on the Semester Report.

### **Illness/Misadventure during an Assessment Task**

A student who is unwell or experiences a misadventure during an assessment task or examination should immediately notify the supervisor of the task, so that documentation can be provided for any subsequent illness/misadventure appeal.

A student must complete an illness/misadventure/variation form and indicate on the form that they wish to apply for special consideration due to illness during an assessment task. The form must be submitted to the relevant Leader of Learning on the day of the assessment task or examination, if possible, or on the first school day of attendance after the task for consideration of their performance in that task.

Where a student has attended an assessment task while ill or subject to the effects of other misadventure, and their appeal is upheld, the following procedure will be followed:

- The assessment will be marked along with all others.
- The Leader of Learning will then examine the marks awarded in relation to other assessment data and other relevant evidence of the student’s level of achievement.
- If the mark achieved is commensurate with or better than expectations based on the other evidence, no further action will be taken.
- If the mark is significantly below expectations, it may be set aside, and the student required to undertake a substitute task.
- An estimate may be determined by the Leader of Learning in exceptional circumstances. The estimate will be based on the student’s performance on tasks in that subject which are similar in nature. The estimate may be determined at the end of the course before a final rank is determined.

### **Examination Blocks**

Formal assessment, in the form of a formal examination that occurs within the official Examination Blocks, will follow the same procedures outlined for in-class tasks. The only change in process is that these examination blocks are centrally managed by the Head of House. In this case, all communication regarding extension requests, illness or misadventure for planned or unplanned absences, and catch-up timings will be directed to the Head of House for Watha.

Formal Examination blocks are marked in yellow on the Assessment Calendar.

A separate process document and timetable for the scheduled examination weeks will be distributed to students and parents at least two weeks prior to the examination week. It is the responsibility of students and parents to read these documents and follow the procedures within.

### **Oral/In-Class Assessment Tasks**

Students who believe they have a legitimate/medically documented reason for not presenting an oral task in front of their class or the audience specified on the Assessment Task Notification, must

provide relevant documentation and a letter from their parent/guardian for consideration by the Leader of Learning prior to the day the oral tasks are due to commence.

If the Leader of Learning approves the above request the student must negotiate an alternative time/manner to deliver their oral task with their class teacher. Nerves will not be accepted as a legitimate reason for rescheduling an oral task. When a student's name is called to present their oral task and they refuse, having failed to follow the procedure above, normal processes will apply regarding penalties for the oral component of the task.

If a student has a legitimate absence from school that coincides with the period of time set aside to assess oral tasks, they may be given the opportunity to record their oral task at home and submit via email to their class teacher or Leader of Learning, or an alternative time may be found. This will be at the discretion of the Leader of Learning.

### **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.

### 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.

Proven cases of academic malpractice will be included on a register collated by NESAs.

## Use of Artificial Intelligence (AI)

Artificial Intelligence (AI) tools must not be used for any part of an assessment task unless this is explicitly permitted on the assessment notification. Microsoft CoPilot is the only gen AI tool approved by the Maitland Newcastle Diocese. When AI use is allowed, students must acknowledge this support clearly and accurately. This includes:

- Referencing all AI tools used, including the platform name.
- Providing the exact prompts or questions entered into the AI tool as part of the submission (e.g., in an appendix).
- Including links or citations to information generated or suggested by the AI tool in the bibliography.
- Ensuring that all AI assisted work is checked, corrected, and written in the student's own words, maintaining ownership and understanding of the ideas presented.

Using AI when it has not been approved, or presenting AI generated material as one's own original work, constitutes **malpractice**. Consequences for unauthorised use of AI align with the procedures outlined for plagiarism and cheating, and may include a mark of zero for the relevant section of the task.

***Microsoft Co-Pilot is the only authorised AI platform for student use.***

## 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.

### Multiple Classes from the One Course

Where multiple classes occur in a course, common, formal assessment tasks will be set and marked as one group. Task design will be a collaborative activity, involving all teachers who will take part in the administration of the task. Prior to the marking of assessment tasks, where more than one teacher is involved in the marking, teachers will discuss and clarify the marking criteria and engage in pilot/peer marking to ensure consistency of judgement and awarding of marks take place. Faculties may employ a range of strategies to ensure consistency of marking across the cohort such as common markers, team marking, check marking, benchmark setting and statistical moderation. The school will make every effort to see that all students perform formal assessment tasks under the same conditions.

### 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 9 Assessment Calendar 2026

The student's formal assessment grade on the Semester Report, is reflective of their performance in any formal assessments that are undertaken within that Semester, and do not accumulate across the year.

### Semester 1

#### Term 1

Week	Due Date	Course	Name of task	Outcomes Assessed	Submission Method
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					
Week 8					
Week 9	Tuesday 24 March <i>OR</i> Wednesday 25 March	English	Analytical Essay	EN5-ECA, EN5-URA, EN5-URB	In-class task
	During timetabled class	Science	Topic test	SC5-DIS-01 SC5-WS-06 SC5-WS-08	In-class task
	In timetabled RE class (dates vary)	Religion	Creative Analysis Task	CT 5.2, CT 5.5, CT 5.12	In-class task
Week 10	In timetabled class (dates will vary)	PASS	Body Systems	PASS5-1, PASS5-10	In-class task

#### Term 2

Week	Due Date	Course	Name of task	Outcomes Assessed	Submission Method
Week 1					
Week 2	Tuesday 28 April	Visual Arts	Shrine Artwork	5.1, 5.9	Hand-in task
Week 3					
Week 4	In timetabled class (dates will vary)	Y9 Industrial Technology Timber	Storage Container Project	IND5-2, IND5-3, IND5-5	Hand-in task
	In timetabled class (dates will vary)	Y9 Industrial Technology Engineering	Aeronautical Practical and Report	IND5-2, IND5-5, IND5-8	Hand-in task
Week 5					
	Tuesday 26	Year 9 Music	Performance	MU5-PER-01	

<b>Week 6</b> <b>Years 9 &amp; 10</b> <b>Exam week</b>	May – times will be individual to the student		Assessment Task	MU5-PER-02	Performance
	<i>A separate examination timetable will be released for this week, with a clear procedural document for the formal examination period.</i>	PDHPE	Respectful Relationships Exam	PD5-1, PD5-3, PD5-9	Hall Examination
		HSIE (History)	Semester 1 Examination	HIS-IEP-01, HIS-COM-01, HIS-SOU-01, HIS-SPE-01, HIS-CPP-01, HIS-INQ-01,	
		Religion	Research Report	CT5.3, CT5.7, CT5.12	
Mathematics - <i>Students complete one Mathematics examination reflecting their course of study.</i>	Semester One Exam	<b>9 Pathways:</b> MAO-WM-01, MA5-FIN-C-01, MA5-FIN-C-02, MA5-DAT-C-01, MA5-DAT-C-02, MA5-IND-C-01, MA5-IND-P-01, MA5-ALG-C-01, MA5-ALG-P-01, MA5-EQU-C-01 <b>9 Core:</b> MAO-WM-01, MA5-FIN-C-01, MA5-DAT-C-01, MA5-IND-C-01, MA5-ALG-C-01, MA5-EQU-C-01 <b>9 Foundations:</b> MAO-WM-01, MA5-FIN-C-01, MA5-DAT-C-01, MA5-IND-C-01, MA5-ALG-C-01, MA5-EQU-C-01			
<b>Week 7</b>	Wednesday (hand in during lesson)	Child Studies	Newborn Care	CS5-5, CS5-7, CS5-10	Hand-in task
<b>Week 8</b>	In timetabled class (dates will vary)				In-class task
<b>Week 9</b>					
<b>Week 10</b>					
<b>Week 11</b>					

## Semester 2

### Term 3

Week	Due Date	Course	Name of task	Outcomes Assessed	Submission Method
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6	Friday 28/8 (hand in), presentations in class through week 7	PASS	Australian Sporting Identity	PASS5-3, PASS5-4	Hand-in task and in-class presentation
Week 7					
Week 8	In timetabled class (dates will vary)	Religion	Paragraph Response	CT 5.6, CT 5.8, CT 5.13	In-class task
Week 9	In timetabled class (dates will vary)	Science	Practical assessment	SC5-WS-03, SC5-WS-04, SC5-WS-05, SC5-WAM-02	In-class task
	Wednesday 16 September	Child Studies	Play and the Developing Child	CS5-2, CS5-4, CS5-5	Hand-in task
	Tuesday 15 September	Visual Arts	Street Art Task	5.7, 5.8	Hand-in task
Week 10					

### Term 4

Week	Due Date	Course	Name of task	Outcomes Assessed	Submission Method
Week 1					
Week 2					
Week 3					
Week 4	Friday 6 November	Y9 Industrial Technology Timber	Step-Stool Project	IND5-2, IND5-3, IND5-5	Hand-in task
	Friday 6 November	Y9 Industrial Technology Engineering	Robotics Report and Practical	IND5-2, IND5-6, IND5-7	Hand-in task
Week 5	Times will be individual to the student	Year 9 Music	Composition	MUS-COM-01 MUS-COM-02	Hand-in task
Week 6 Year 9 Exam week	<i>A separate examination timetable will be released for this week, with a clear procedural document for the formal</i>	English	Semester 2 Examination	EN5-RVL, EN5-ECA	Hall Examination
		Mathematics- Students complete one Mathematics examination reflecting their course of study.	Semester 2 Examination	<b>9 Pathways:</b> MAO-WM-01, MA5-FIN-C-01, MA5-FIN-C-02, MA5-DAT-C-01, MA5-DAT-C-02, MA5-IND-C-01, MA5-IND-P-01, MA5-ALG-C-01,	

	<i>examination period.</i>			MA5-ALG-P-01, MA5-EQU-C-01, MA5-EQU-P-01, MA5-ARE-C-01, MA5-VOL-C-01, MA5-TRG-C-01, MA5-TRG-C-02, MA5-LIN-C-01, MA5-LIN-C-02 <b>9 Core:</b> MAO-WM-01, MA5-FIN-C-01, MA5-DAT-C-01, MA5-IND-C-01, MA5-ALG-C-01, MA5-EQU-C-01, MA5-ARE-C-01, MA5-VOL-C-01, MA5-TRG-C-01, MA5-LIN-C-01, MA5-LIN-C-02, MA5-GEO-C-01 <b>9 Foundations:</b> MAO-WM-01, MA5-FIN-C-01, MA5-DAT-C-01, MA5-IND-C-01, MA5-ALG-C-01, MA5-EQU-C-01, MA5-ARE-C-01, MA5-VOL-C-01, MA5-TRG-C-01, MA5-LIN-C-01, MA5-GEO-C-01	
		HSIE (Geography)	Semester 2 Examination	GE5-DFC-01, GE5-PRI-01, GE5-PER-01, GE5-MAN-01, GE5-TAP-01, GE5-COM-01	
	Friday 20 <sup>th</sup> November	PDHPE	Recreational Facility	PD5-6, PD5-8	
<b>Week 7</b>					
<b>Week 8</b>					
<b>Week 9</b>					
<b>Week 10</b>					

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

## Year 10 Assessment Calendar 2026

The student's formal assessment grade on the Semester Report, is reflective of their performance in any formal assessments that are undertaken within that Semester, and do not accumulate across the year.

### Semester 1

#### Term 1

Week	Due Date	Course	Name of task	Outcomes Assessed	Submission Method
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					
Week 8					
Week 9	In timetabled class (dates will vary)	Religion	Topic Test	CT5.1, CT5.7, CT5.9	In-class task
Week 10	In timetabled class (dates will vary)	PDHPE	Injury Management	PD5-7, PD5-8	In class

#### Term 2

Week	Due Date	Course	Name of task	Outcomes Assessed	Submission Method
Week 1					
Week 2	Tuesday 28 April	Consumer & Entrepreneur	Market Day – Running a Business	COM5-5, COM5-6, COM5-7, COM5-9	In-Class & Market Day
Week 3	Wednesday 6 May	Year 10 Ceramics	Coil Vessels	5.1, 5.2, 5.4	Hand in task
Week 4	In timetabled class (dates will vary)	Science	Practical assessment	SC5-WS-01, SC5-WS-03, SC5-WS-04	In class task
	Friday 15 May	Y10 Food Technology	Food for Specific Needs: Funtiki World Tour Practical and Folio	FT5-1 FT5-6 FT5-7	Hand-in task
	Friday 15 May	Y10 Industrial Technology Timber	Folding Table Project	IND5-2, IND5-3, IND5-5	Hand-in task
Week 5	Wednesday 20 May	Year 10 Music	Composition	MU5-COM-01 MU5-COM-02	Hand in task
	Tuesday 21 May	Visual Arts	Landscape Body of Work	5.3, 5.6	Hand in task

<b>Week 6 Exam week Years 9 and 10</b>	<i>A separate examination timetable will be released for this week, with a clear procedural document for the formal examination period.</i>	PDHPE	Dance (within exam block)	PD5-4, PD5-5	Practical Task
		HSIE (Geography)	Semester 1 Examination	GE5-DFC-01, GE5-PRI-01, GE5-PER-01, GE5-MAN-01, GE5-APC-01, GE5-TAP-01, GE5-COM-01	Hall Examination
		English	Semester 1 Examination	EN5-URB, EN5-ECA, EN5-RVL	
		Mathematics - Students complete one Mathematics examination reflecting their course of study.	Semester 1 Examination	<b>10 Pathways:</b> MAO-WM-01, MA5-ALG-P-02, MA5-IND-P-02, MA5-EQN-P-02, MA5-EQN-P-02, MA5-PRO-C-01, MA5-PRO-P-01 <b>10 Core:</b> MAO-WM-01, MA5-ALG-P-01, MA5-EQU-P-01, MA5-DAT-C-02 <b>10 MIT:</b> MAO-WM-01, MA5-TRG-C-02, MA5-TRG-P-01, MA5-ARE-C-01, MA5-VOL-C-01, *MA5-ARE-P-01, *MA5-VOL-P-01, MA5-FIN-C-01, MA5-FIN-C-02, MA5-DAT-C-01, MA5-DAT-C-02	
<b>Week 7</b>	Thursday 4 June (Hand in) Practical in week 8 classes	PASS	Coaching	PASS5-6, PASS5-7, PASS5-8	Hand-in/Practical
<b>Week 8</b>	Thursday 11 June	History, War and Film	Podcast	HTE5-2, HTE5-3, HTE5-7, HTE5-8, HTE5-10	Hand-in
<b>Week 9</b>	Wednesday 17 June	Religion	Diocesan Religious Literacy Examination	All outcomes from Module 2 & 3 could be assessed	Examination
<b>Week 10</b>					
<b>Week 11</b>					

## Semester 2

### Term 3

Week	Due Date	Course	Name of task	Outcomes Assessed	Submission Method
Week 1					
Week 2					
Week 3					
Week 4					
Week 5	Thursday 20 August	Visual Arts	Self-Directed Body of Work	5.1, 5.2, 5.7	Hand-in task
Week 6	Friday 28 August (hand in), practical throughout week 7 classes	PASS	Event Management	PASS5-7, PASS5-8, PASS5-10	Hand in task & Practical
Week 7					
Week 8	In timetabled class (dates will vary)	Religion	Creative Task	CT5.3, CT5.6, CT5.11	In-class task
	In timetabled PDHPE class	PDHPE	Road Safety	PD5-2, PD5-6	In-class task
	Friday 11 September (S1 & S3)	English	Macbeth Analytical Essay	EN5-ECA, EN5-URA, EN5-URC	In-class task
Week 10	Tuesday 22 September	Consumer & the Entrepreneur	End of course examination	COM5-1, COM5-2, COM5-4, COM5-5, COM5-7, COM5-8	In-class task

### Term 4

Week	Due Date	Course	Name of task	Outcomes Assessed	Submission Method
Week 1					
Week 2	Thursday 22 October	Year 10 Ceramics	Slab Houses	5.1, 5.2, 5.3, 5.4	Hand-in task
Week 3	Wednesday 28 October	History, War and Film	Semester 2 Examination	HTE5-4, HTE5-5, HTE5-6, HTE5-8, HTE5-9, HTE5-10	In-class task
Week 4 Exam week Year 10	<i>A separate examination timetable will be released for this week, with a clear procedural document for</i>	Science	Examination	SC5-17CW, SC5-6WS, SC5-7WS, SC5-8WS	Hall Examination
		HSIE (History)	Semester 2 Examination	H15-CON-01, H15-SPE-01, H15-CPP-01 , H15-IEP-01,	

Week 4 Exam week Year 10	<i>the formal examination period.</i> During exam block	Mathematics - <i>Students complete one Mathematics examination reflecting their course of study.</i>	Yearly Examination	H15-APP-01, H15-SOU-01, H15-COM-01	
				<b>10 Pathways:</b> MAO-WM-01, MA5-ALG-P-02, MA5-IND-P-02, MA5-EQN-P-02, MA5-PRO-C-01, MA5-PRO-P-01, MA5-ARE-P-01, MA5-VOL-P-01, MA5-NLI-C-01, MA5-NLI-C-02, MA5-NLI-P-01, MA5-TRG-P-01, MA5-TRG-P-02, MA5-LOG-P-01, MA5-POL-P-01 <b>10 Core:</b> MAO-WM-01, MA5-ALG-P-01, MA5-EQU-P-01, MA5-DAT-C-02, MA5-PRO-C-01, MA5-PRO-P-01, MA5-FIN-C-02, MA5-ARE-P-01, MA5-VOL-P-01, MA5-NLI-C-01, MA5-NLI-C-02, MA5-TRG-C-02, MA5-TRG-P-01 <b>10MITP:</b> MAO-WM-01, MA5-TRG-C-02, MA5-TRG-P-01, MA5-ARE-C-01, MA5-VOL-C-01, *MA5-ARE-P-01, *MA5-VOL-P-01, MA5-FIN-C-01, MA5-FIN-C-02, MA5-DAT-C-01, MA5-DAT-C-02, MA5-ALG-P-01, MA5-EQU-C-01, MA5-RAT-P-02, MA5-FIN-C-01, MA5-FIN-C-02, MA5-NLI-C-01, MA5-NLI-C-02	
	Thursday 5 November - times will be individual to the student	Music	Core Performance & Electives	MU5-PER-01 MU5-PER-02 MU5-COM-01 MU5-COM-02 MU5-LIS-01 MU5-LIS-01  <i>*Outcomes dependent on elective choices</i>	Performance
Week 5	Friday 13 November	Y10 Food Technology	Food for Special Occasions Showstopper Cake Design	FT5-2 FT5-10 FT5-11	Hand-in task
	Friday 13 November	Y10 Industrial Technology Timber	Bedside Cabinet Project	IND5-2, IND5-3, IND5-5	Hand-in task
Weeks 7-10	No Formal Assessment Scheduled.				

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



Catherine McAuley  
Catholic College  
MEDOWIE

# Assessment – Illness / Misadventure Variation Form

## Years 9 - 10

**NB: A new form is required for each individual task.**



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Catholic College  
MEDOWIE

### Section 1: To be completed by the student and signed by their parent or guardian.

Please complete this form at least three (3) days prior to the due date for extension of time requests. If request is due to illness, accident or misadventure this form is to be completed within 2 days of returning to school.

Name: \_\_\_\_\_

Year: \_\_\_\_\_

Subject: \_\_\_\_\_

Teacher: \_\_\_\_\_

Task Name: \_\_\_\_\_

Due Date: \_\_\_\_\_

Reason for Absence/Request for additional time:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**Once signed above, the student takes the form to their class teacher and the Leader of Learning for action.**

### Section 2: To be completed by the Class Teacher and Leader of Learning

Class Teacher: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Resolution/Decision: Accepted/Rejected

Action taken:

\_\_\_\_\_

\_\_\_\_\_

Leader of Learning Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Additional Comments:

\_\_\_\_\_

\_\_\_\_\_

**Once all sections are completed and signed, student is to take the form to Student Services**