

**Catherine McAuley Catholic College**

**Watha Endeavour House**

**Stage 5**

**Formal Assessment Handbook**



**Catherine McAuley  
Catholic College**

**MEDOWIE**

**2025**

Correct as of 6<sup>th</sup> March

## 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

## 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 2025:

|                             |  |  |
|-----------------------------|--|--|
| <b>Studies of Religion</b>  | <i>Sarah Gardiner</i>                              | <a href="mailto:sarah.gardiner@mn.catholic.edu.au">sarah.gardiner@mn.catholic.edu.au</a>               |
| <b>English</b>              | <i>Emma Bennis</i>                                 | <a href="mailto:emma.bennis@mn.catholic.edu.au">emma.bennis@mn.catholic.edu.au</a>                     |
| <b>Mathematics</b>          | <i>Christopher Tomasella</i>                       | <a href="mailto:christopher.tomasella@mn.catholic.edu.au">christopher.tomasella@mn.catholic.edu.au</a> |
| <b>Science</b>              | <i>Luke Kelleher</i>                               | <a href="mailto:luke.kelleher@mn.catholic.edu.au">luke.kelleher@mn.catholic.edu.au</a>                 |
| <b>HSIE</b>                 | <i>Alexander Finall</i><br><i>(Semester One)</i>   | <a href="mailto:alexander.finall@mn.catholic.edu.au">alexander.finall@mn.catholic.edu.au</a>           |
|                             | <i>Alexandria Warnock</i><br><i>(Semester Two)</i> | <a href="mailto:alexandria.warnock@mn.catholic.edu.au">alexandria.warnock@mn.catholic.edu.au</a>       |
| <b>CAPA/LOTE</b>            | <i>Elyse North</i>                                 | <a href="mailto:elyse.north@mn.catholic.edu.au">elyse.north@mn.catholic.edu.au</a>                     |
| <b>TAS</b>                  | <i>Richard Brown</i>                               | <a href="mailto:richard.brown@mn.catholic.edu.au">richard.brown@mn.catholic.edu.au</a>                 |
| <b>PDHPE</b>                | <i>Lachlan Tonks</i>                               | <a href="mailto:lachlan.tonks@mn.catholic.edu.au">lachlan.tonks@mn.catholic.edu.au</a>                 |
| <b>Inclusive Pedagogies</b> | <i>Geraldine Whiteside</i>                         | <a href="mailto:geraldine.whiteside@mn.catholic.edu.au">geraldine.whiteside@mn.catholic.edu.au</a>     |
|                             | <i>Jenny Newling</i>                               | <a href="mailto:jenny.newling@mn.catholic.edu.au">jenny.newling@mn.catholic.edu.au</a>                 |

The Leader of Wellbeing and Engagement for Year 9 is Taylor Joyce  
[taylor.joyce@mn.catholic.edu.au](mailto:taylor.joyce@mn.catholic.edu.au)

The Leader of Wellbeing and Engagement for Year 10 is Robert Bain  
[robert.bain@mn.catholic.edu.au](mailto:robert.bain@mn.catholic.edu.au)

In 2025 the Head of House for Watha Endeavour (Stage 5 - Years 9 and 10) is Scott Warnock  
[scott.warnock@mn.catholic.edu.au](mailto:scott.warnock@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

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:

- 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.

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:

- 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.

### **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.

### **Partial Absence on the Day of an Assessment Task**

Where an assessment task is to be completed or submitted after the first learning session of the day, it is expected that students be in attendance for their normal school day as per their timetabled lessons. Students who arrive late to school on the day either to complete or submit an assessment task, will be permitted to complete or submit the task but incur a late submission penalty, as specified in the policy, unless appropriate documentary evidence is provided to explain the partial absence.

### **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, their 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.

## **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.

### **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.

# Year 9 Assessment Calendar 2025

## Term 1

| Week Due | Course         | Nature of Task                        |
|----------|----------------|---------------------------------------|
| Week 10  | Year 9 Science | Task One : Exam                       |
|          | Year 9 English | Analytical Essay on 'Romeo and Juliet |
| Week 11  | Year 9 PASS    | Body Systems Task                     |

## Term 2

| Week Due | Course                                       | Nature of Task                        |
|----------|--|---------------------------------------|
| Week 4   | Year 9 Industrial Technology Timber          | Storage Container Practical and Folio |
|          | Year 9 Food Technology                       | Australian Fusion Practical and Folio |
|          | Year 9 Engineering                           | Aero Practical and Report             |
|          | Year 9 Marine and Aquaculture Technology     | In Class Task                         |
|          | Year 9 Photography Digital Media             | Case Study                            |
|          | Year 9 Lawyer and the Employer               | Topic Test (Legal)                    |
| Week 5   | Year 9 Visual Arts                           | Portrait Task                         |
|          | Year 9 Music                                 | Rock Music Performance Task           |
| Week 6   | Year 9 Religion                              | Faith and Science Report              |
|          | Year 9 Mathematics*-<br>Advanced, Core, MITP | Semester One Exam (all Sem 1 Topics)  |
|          | Year 9 HSIE- History                         | (History) Semester Exam               |
| Week 7   | Year 9 PDHPE                                 | Relationships Exam                    |
|          | Year 9 Child Studies                         | Newborn Care Task                     |

## Term 3

| Week Due | Course               | Nature of Task               |
|----------|----------------------|------------------------------|
| Week 6   | Year 9 PASS          | Australian Identity in Sport |
| Week 8   | Year 9 Religion      | Creative Film                |
| Week 9   | Year 9 Science       | Lab Report                   |
|          | Year 9 Child Studies | 'The Child' Task             |

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## Term 4

| Week Due | Course                                       | Nature of Task                |
|----------|--|-------------------------------|
| Week 3   | Year 9 Marine and Aquaculture Technology     | In Class Task                 |
|          | Year 9 Lawyer and the Employer               | Topic Test (Economic)         |
| Week 4   | Year 9 Religion                              | Social Justice Project        |
|          | Year 9 Food Technology                       | Cake Practical and Portfolio  |
|          | Year 9 Engineering                           | Robotics and Report           |
|          | Year 9 Industrial Technology Timber          | Step Stool Task and Portfolio |
|          | Year 9 Music                                 | Aural Presentation            |
|          | Year 9 PDHPE                                 | Recreational Facility         |
| Week 6   | Year 9 Mathematics*-<br>Advanced, Core, MITP | Yearly Exam (all 2025 Topics) |
|          | Year 9 English                               | Exam (Skills Based)           |
|          | Year 9 HSIE- Geography                       | (Geography) Semester Exam     |

\*Students complete one Mathematics examination reflecting their course of study.

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

## Year 10 Assessment Calendar 2025

### Term 1

| Week Due | Course              | Nature of Task                                |
|----------|---------------------|---|
| Week 9   | Year 10 Religion    | Research Task- God and the Search for Meaning |
|          | Year 10 Drama       | Improvisation and Logbook                     |
| Week 10  | Year 10 Visual Arts | Set Design Task                               |
| Week 11  | Year 10 PD/H/PE     | In Class Task                                 |

### Term 2

| Week Due | Course  | Nature of Task  |
|----------|---|---|
| Week 2   | Year 10 Visual Arts                             | Landscape   |
| Week 4   | Year 10 Science                                 | Lab Report- In-Class Task                                     |
|          | Year 10 Food Technology                         | 'Hell's Eats'- Hand-In/In-Class Task                          |
|          | Year 10 Industrial Technology Timber            | Picnic Table Project- In-Class Task                           |
|          | Year 10 Design and Technology                   | Design Project 1  |
|          | Year 10 Mathematics*<br>Advanced, Core and MITP | Semester One Exam (all Semester One topics)- In-Class Task    |
|          | Year 10 Photography Digital Media               | Case Study  |
| Week 5   | Year 10 Work Education                          | Portfolio   |
| Week 6   | Year 10 English                                 | Creative Response and Essay- In-Class Task- Examination Block |
|          | Year 10 HSIE (Geography)                        | Semester Examination- Examination Block                       |
|          | Year 10 Music                                   | 'Composition and Portfolio'- In-Class Task                    |
|          | Year 10 PDHPE                                   | Dance Practical- Examination Block                            |
|          | Year 10 Aquaculture and Marine Technology       | In Class Task   |
| Week 7   | Year 10 PASS                                    | Coaching- Hand In Task  |
| Week 8   | Year 10 Religion                                | Presentation  |

**Term 3**

| <b>Week Due</b> | <b>Course</b>                             | <b>Nature of Task</b>                                  |
|-----------------|---|--|
| Week 6          | Year 10 Aquaculture and Marine Technology | In Class Task  |
| Week 7          | Visual Art                                | Body of Work and Essay- In Class Task/Hand-in          |
| Week 8          | Year 10 Religion                          | Diocesan Religious Literacy Examination- In Class Task |
|                 | Year 10 PDHPE                             | Road Safety Exam                                       |
| Week 9          | Year 10 English                           | Essay- In-Class Task                                   |
| Week 10         | Year 10 PASS                              | Event Management- Hand in Task                         |

**Term 4**

| <b>Week Due</b> | <b>Course</b>                                   | <b>Nature of Task</b>  |
|-----------------|---|--|
| Week 3          | Year 10 Work Education                          | Hand-In Task   |
| Week 4          | Year 10 Mathematics*<br>Advanced, Core and MITP | Yearly Exam (all 2025 topics)-<br>In-Class Task- Examination Block |
|                 | Year 10 HSIE (History)                          | Semester Examination- In-Class Task- Examination Block             |
|                 | Year 10 Science                                 | Semester Examination- In-Class Task- Examination Block             |
|                 | Year 10 Timber                                  | Major Project- Hand-in   |
|                 | Year 10 Industrial Technology Timber            | Major Project  |
|                 | Year 10 Food Technology                         | Special Occasions Cake- Hand-in and In-Class Task                  |
|                 | Year 10 Design and Technology                   | Design Project 2   |
| Week 5          | Year 10 Music                                   | Core Performance and 2 Electives                                   |

Students complete one Mathematics examination reflecting their course of study.

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