

Marcellin College Randwick



Year 8
2025

ASSESSMENT HANDBOOK

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1. Overview

Dear Parents/Guardians and Students of Year 8,

This Assessment Handbook provides you and your son with essential information about the assessment program and procedures at Marcellin College, Randwick. Please take the time to read through it carefully and use it as an ongoing source of information throughout the year as it explains the requirements that students must meet in the submission of assessment tasks for each of their subjects.

Should you require further information regarding the information contained in this handbook or any other assessment or curriculum matters, please feel free to contact me or the relevant Leader of Learning at the College.

I wish each student every success in his studies in the upcoming year.

Amy Borg

Director of Learning

2. Positions of Responsibility

Principal	Mr M Woolford
Assistant Principal	Mr M Fitzgerald
Director of Learning	Ms A Borg
Curriculum Coordinator	Mr A Burke
Director of Well-Being	Mr P Daley
Director of Faith and Mission	Mr C Shields
Director of Development & Communications	Ms J Evans

LEADERS OF LEARNING

RELIGIOUS EDUCATION	Mr C Shields
ENGLISH	Mr P Damalas
MATHEMATICS	Mr J Gibbons
SCIENCE	Ms A Parsons
HSIE	Ms C Downes
TAS	Mr D Kovacic
PD/H/PE	Mr C O'Connell
VOCATIONAL EDUCATION	Mrs M Tanner
MUSIC	Ms A Riddel
VISUAL ARTS/PHOTOGRAPHY & DIGITAL MEDIA	Ms R Wehbe

3. GENERAL ADMINISTRATION OF ASSESSMENTS

a. Overview of Assessment

Assessment is an essential part of schooling. It is the process of collecting information on student performance in relation to the objectives and outcomes of a course. Assessment procedures should always be consistent with and serve the College's aims and purposes as well as accommodate all mandatory requirements issued by the NSW Education Standards Authority (NESA)

Marcellin College utilises a variety of tasks to assess student learning across a range of syllabus outcomes. The nature of tasks vary within and across courses – they include but are not limited to: assignments, fieldwork and reports, oral presentations, tests and exams, portfolios, practical investigations, long term pieces of work and performances. Each task in a course is given a weighting (percentage of the total) based on syllabus requirements.

The assessment marks and grades awarded are intended to reflect students' achievements at the end of the topic, course or year. Many measures and observations are to be made throughout the course. Measuring achievement at points during the course provides a better indication of student achievement than a single examination by catering for knowledge and skills that are better assessed in specific settings (e.g. research, fieldwork or practical skills).

As part of the learning process, students need to prepare themselves as well as possible for assessment. If a student returns to school after an absence, it is his responsibility to check with teachers whether an assessment task was issued. It is advisable to keep all assessment information, including calendars prominently displayed in a home study area.

Assessment schedules are published in this Assessment Handbook. Students will be notified of the precise date of each assessment at least two weeks prior to the task.

Marcellin College is committed to an assessment process that encourages a culture of learning in the Catholic tradition. We strive to achieve the following:

- Assessment procedures consistent with our Mission Statement and supportive of the pastoral care aims of enhancing and affirming each student's achievements.
- Assessment that encourages students to strive for excellence within their own potential.
- Parent involvement through clear communication of assessment procedures including assessment handbooks, newsletter items, reports, parent/student teacher meetings, information evenings, phone calls, via College diary, telephone or letter.
- Each teacher assumes responsibility for the assessment procedures in their classes.

b. Assessment in Years 7 and 8 at Marcellin College

- Formative assessment will be utilised to determine a student's grade each semester in Stage 4
- To ensure there is consistency in grade allocation across classes/teachers, students will complete one formal assessment task per semester, per course.

What does this look like in the classroom?

- Over the course of a semester, students will be assessed on all work they complete in class, as well as through the completion of home learning activities. Throughout a unit of work, students will complete a number of checkpoint/formative tasks to give the teacher an indication of how each student is progressing with their learning. Class teachers will monitor each student's progress, providing feedback to students as they progress through each unit of work. Once per semester, students will complete a formal assessment task which is a summative task that is delivered consistently across all classes in the cohort. The assessment task provides teachers with the opportunity to pilot mark with colleagues to ensure that the Common Grade Scale is being applied consistently across the course. At the end of each semester, teachers will work collaboratively with other teachers of the course and the Leader of Learning to award each student an overall grade determined by a student's performance in all learning tasks and activities based on the NES [Common Grade Scale](#).

What happens if a student is absent when a cohort task is being completed?

- As the cohort tasks are formative learning tasks, students can complete the task when they return to school. This would be the same process if a student was absent and unable to complete assigned class work. Students may be required to complete the task during a Wednesday afternoon 'Additional Learning Opportunity' (3.15-4.15pm) to ensure they are still demonstrating they have achieved all course outcomes. In the event a student is absent from school, parents/carers should follow the College procedures of recording the absence on Compass.

c. Assessment Schedules - Overview

Each student will receive an assessment schedule for each course.

This document will outline:

- a. the date and/or week in which the assessment will occur
- b. the nature of the assessment task
- c. a list of course outcomes to be assessed

d. Change of Task or Task Date

If it becomes necessary to change the assessment task, students will be given two weeks written notice, where possible. If a change of date is necessary, the new date will not be earlier than originally scheduled, unless at least two weeks' notice is provided to students.

The College reserves the right to move the date of an assessment task, provided that no student is

disadvantaged by the change in date, at the discretion of the Academic Review Committee, consisting of the Director of Learning, Curriculum Coordinator, the relevant Leader of Learning and the Principal.

e. Invalid Assessment Tasks

In very exceptional circumstances, a task may be deemed invalid due to conditions surrounding the delivery of the task or invalid/unreliable results. There may be a need to reset an assessment task or a component, change the nature of a task or the due date of a task. Students will be informed, in writing, of the changes as soon as possible after the decision is made. The due date may need to change to ensure that two weeks notice has been given. The determination of the circumstances being exceptional will be the responsibility of the Director of Learning in consultation with appropriate staff.

f. Completion and Submission of Assessment Tasks

Students must adhere to timelines relating to the submission of all assessment tasks, including practical assessments. If a student fails to adhere to submission dates and timelines with a particular task, or if an assessment task is submitted after the specified time without a valid reason, the student will be penalised, in accordance with the College Assessment Policy and NESA guidelines.

Students should ensure they are fully aware of the submission requirements of each assessment task and adhere to the submission instructions provided by the class teacher as documented on the assessment notification. In the event that the class teacher is absent on the due date of a task and a student is unsure of how to submit their assessment task, the student should seek out the relevant Leader of Learning. If the Leader of Learning is also unavailable, the student must make contact with their Year Coordinator, the Curriculum Coordinator or the Director of Learning.

g. Absence from an Assessment Task

When a student is absent from school on the day of an assessment task, a parent should record the absence via Compass. The student, with the assistance of a parent when required, should then complete an Illness/Misadventure Form. Instructions on how to complete this form can be found below:

Process for students in Years 8:

- The student, with the assistance of a parent when required, should complete a [Stage 4 Illness/Misadventure/Representation Form](#). (This [video link](#) will guide you through the steps required to complete the form.)
- The form can also be found in your assessment handbook and on Compass under the School Favourites tab (★ icon) and under the Community tab (👥 icon) within School Documentation.
- The form should be completed using the student's school email address (example.student@sydstu.catholic.edu.au)
- Each of the relevant sections of the form must be completed
- The same form can be used for multiple subjects if the reason for missing those tasks is the same.
- The form also allows students to attach a medical certificate or other relevant documentation that may be required to support the request.

- Once all relevant sections of the form have been completed, the form should be submitted.
- The progress of the application can be tracked via your student email address.
- Once the request has been finalised, students and parents will receive a Compass Chronicle notifying you of the outcome.
- The student should then see the relevant Leader of Learning to determine if they will sit an alternate task, or if an estimate will be provided. The Assessment Handbook outlines when an estimate is awarded or if a re-sit is to be completed.
- Please remember that it is the student's responsibility to ensure that the correct process is followed to avoid being penalised for being absent from an assessment task.

i. Unavoidable Absences

If a student is absent from an assessment task and does not provide a medical certificate, but has a compelling reason for his absence, he must submit an Illness/Misadventure/Special Considerations Form to the relevant Leader of Learning. A final decision will be made by the College's Academic Review Committee, consisting of the Director of Learning, the Curriculum Coordinator, the Principal and other relevant staff.

ii. Foreseeable Absences

If an absence is foreseeable, the student must inform the relevant Leader of Learning by completing an Illness/Misadventure/Special Considerations Form in time for alternative arrangements to be made. Any requests made should occur at least two weeks prior to the scheduled date of the assessment task. The Leader of Learning, in consultation with the Director of Learning, will discern whether the reason given is acceptable and communicate this to the student well before the task takes place.

iii. Unsatisfactory Absences or Non Submission of a Task

If a student is absent from an assessment task for an unsatisfactory reason or where due notice was not given, a mark of zero may be awarded. Please refer to [Article 5](#) for further instructions in regards to the processes students should follow if they are absent from an assessment task.

iv. Attendance at Classes Preceding Assessment Tasks

If a student is unable to attend classes prior to an Assessment Task then it will be presumed that the student would not do well enough to perform to the best of their ability in the Assessment Task. The student should, therefore, obtain a doctor's certificate for that day, and contact the Director of Learning to obtain an [Illness/Misadventure/Special Considerations Form](#).

Students should not take time off from school in order to gain an unfair advantage of time to complete the task or revision for the task.

v. Leave During An Assessment Block or on the Day of a Scheduled Task

Vacations or recreational leave taken outside normal College holidays will NOT be accepted as a valid reason for an absence or for the failure to hand in an assessment task. While leave may be approved during this time, it is expected that a student will receive a mark of “zero” for all tasks missed during this time.

It is the student’s responsibility to complete all assessment tasks before leave is taken. (Where appropriate.)

h. Penalties for Late / Non-Submission

All late submissions will receive a mark of zero unless accompanied by an illness and misadventure form or an approved request for an extension by the relevant Leader of Learning. Note, all requests require supporting documentation as per the assessment policy.

All assessments must still be completed (within two weeks of the due date) in order to meet course outcomes. Failure to do this will result in a letter from the Leader of Learning outlining consequences, including the possibility of an N notification from the College Principal, which could affect course eligibility.

i. Illness, Misadventure or Special Consideration

Where accident, illness or misadventure prevents a task being completed on time, or where a student believes his performance has been affected by an illness or misadventure that has occurred immediately before or during an assessment task an application for consideration on the above grounds should be submitted on the First day of the student’s return, via the [Illness/Misadventure/Special Considerations Form](#). This form can also be downloaded from Compass (under Community Tab and within School Documentation).

It is best practice to present a doctor's certificate if illness is to be the grounds for Special Consideration. Students who fail to follow this process may not be eligible for an appeal on the grounds of Illness/Misadventure and a mark of Zero may be awarded.

Please refer to [Article 5](#) for further instructions in regards to the processes students should follow if they are absent from an assessment task.

Where the absence is approved on the grounds of illness, misadventure or accident exist, then the following provisions will apply:

An alternate due date may be granted. An alternative date may include:

- o A designated make-up date in an examination block. Following the student’s last examination
- o After school on a Wednesday afternoon

- A 'Substitute Task' may be given. The determination of a like task or alternative task will be made by the Leader of Learning in the interests of equity and fairness for all students
- Provisions' may be granted to a student. Depending on the nature and extent of the illness or misadventure these special provisions may include rest breaks, use of a writer, and use of a reader, use of a computer or the granting of extra time. The Director of Learning will liaise with the Diverse Learning team before provisions are authorised. NESA procedures will be used as a guide in the granting of special provisions.
- In the event that none of the above are appropriate responses then an estimated mark may be given, but this will only be used in exceptional circumstances. For example, where the completion of a substitute task is not feasible, is unreasonable, or where the missed task is difficult to duplicate.

j. Malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks.

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

- copying someone else's work in part or in whole, and presenting it as their own. This includes work that has been completed with peers or tutors (collusion) or with a significant contribution from artificial intelligence platforms.
- using material directly from books, journals or the internet without reference to the source
- building on the ideas of another person without reference to the source
- the use of non-approved aids in school-based assessments
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Plagiarism

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Examinations

A breach of examination rules occurs when a student introduces unauthorised notes or equipment, or is otherwise disrespectful of the examination conditions. This is deemed to be malpractice as the student uses the unauthorised notes or equipment to gain an unfair advantage in the examination. Students should refer to the College's Rules Governing Examinations.

k. Digital Assessment Tasks and Technical Issues

Marcellin College values learning supported by continuously evolving, creative and collaborative processes. E-learning focuses on enhancing student achievement through engagement and individualised learning opportunities and, as such, a variety of technologies will be employed across all subject areas as a vehicle to enhance student knowledge, skill and understanding.

The class teacher, in consultation with the Leader of Learning, will determine if assessment will be oral, paper submission or digital submission. The format of each task will be advised at the time of assessment notification and the Leader of Learning will set guidelines for collection of tasks.

The College works in the collaborative online teaching and learning environment provided by the Google Suite and, as such, students are expected to utilise this when working towards assessment. Google Classroom enables teachers to monitor a student's progress and provide feedback online through access to the student's Google Drive.

As such, the College cannot accept responsibility for any technical difficulties experienced by students in the production of tasks. All work should be easily accessible from any digital device. The following procedure should be followed in the event a student experiences difficulty with their laptop:

- Report the issue to the IT department in the Devlin Centre and complete the appropriate paperwork.
- If it is deemed that the laptop needs to be repaired, the IT department will keep the laptop and issue a replacement if one is available.
- If the laptop problem affects a student's ability to complete a task, the student should complete an Illness/Misadventure/Special Considerations Form and submit it to the appropriate Leader of Learning for their consideration.
- The student will be required to provide evidence of work in progress through accessing

the assessment task from another device at the teacher's instruction or through Revision History on the Google Suite

- Work that is not accessible eg. it has been completed in Pages or Word Documents, will not be considered.
- Should a student be disadvantaged through circumstances beyond their control eg. lack of internet access at home, a parent should contact the appropriate Leader of Learning to discuss the matter and an Illness/Misadventure/Special Considerations Form should be submitted
- A final decision regarding special consideration will be made by the Leader of Learning in consultation with the class teacher, and where required, the Director of Learning and Curriculum Coordinator.
- 'Technical difficulties' will not be sufficient grounds for an appeal against a zero mark being awarded for an assessment task submitted after the due date or without appropriate supporting documents.

I. College Rules Governing Examinations

A breach of examination rules occurs when a student introduces unauthorised notes or equipment, or is otherwise disrespectful of the examination conditions.

The breach of examination rules is deemed to be malpractice when the student uses the unauthorised notes or equipment to gain an unfair advantage in the examination.

- Students must wear full school uniform to all exams. Sports uniform may be worn on Thursdays only.
- A student who arrives late for an exam will not receive extra time beyond the scheduled finishing time.
- No student will be permitted to leave an exam until the conclusion of the exam.
- All bags are to be left outside the exam rooms. Students are to sit in the allocated place in the exam room. Students are to bring relevant materials into the exam room in a clear plastic envelope.
- Students must be ready to enter an examination room before the starting time for an exam. Failure to arrive at an exam on time may result in the student receiving a mark of zero for a non-genuine attempt at completing the assessment task.
- Students are not permitted to talk during an exam. This includes the entire time they are in the examination room and includes the distribution and collection papers.
- Students are to make a serious attempt at the exam. Failure to do this could be deemed to be a non- genuine attempt at the examination.
- Students are not permitted to borrow anything from another student during an exam. If a student has left behind an item of equipment essential for an exam, then that student will do as much of the exam as possible, without it. Only NESA approved equipment can be used.
- All students are to be present at all their examinations. If a student is seriously ill or has a contagious illness, which means he will miss an exam, he must contact the school prior to the

examination.

- Please refer to Article 5 for further instructions in regards to the processes students should follow if they are absent from an assessment task.
- No allowances, including Illness/Misadventure appeals, can be made to students who miss an examination session through misreading the timetable.

4. Request for an Extension on an Assessment Tasks

An extension of time can be applied for using the Illness/Misadventure/Special Considerations Form. The request is to be made with the relevant Leader of Learning, who will liaise with the Director of Learning and Pastoral Coordinator to make a determination on the extension.

Late applications for an extension will be considered if special circumstances exist. Grounds for extension will be:

1. Illness or valid injury (Doctor's Certificate must be provided)
2. Severe family disruption (Parent / Guardian letter of explanation must be provided)
3. Student involvement in an official school function
4. Other (at the discretion of the Principal)

5. Section II: Assessment Schedules

Religious Education

English

Maths

Science

PDHPE

HSIE

TAS

Music

Visual Arts

Religious Education

Semester	DESCRIPTION	TOPIC	OUTCOMES	DATE
1.	In Class Task	The Teachings of Jesus	A8-K A8-S	* Assessment Week Week 9 Term 1, 2025
	Formative assessment - Class tasks Students will also complete a range of formative class tasks throughout the year. These tasks will allow students to demonstrate achievement against course outcomes. These tasks will be used to report against a student's overall achievement in this course.			Ongoing
2.	Topic Test	Disciples, Martyrs, & Witness to the Faith; Sacraments of Initiation	B8-K B8-S C8-S C8-K	Assessment Block Week 9 Term 3, 2025 * Wednesday - P1
	Formative assessment - Class tasks Students will also complete a range of formative class tasks throughout the year. These tasks will allow students to demonstrate achievement against course outcomes These tasks will be used to report against a student's overall achievement in this course.			Ongoing

* Further details regarding the timing of this task will be provided on the assessment notification.

English

Semester	DESCRIPTION	TOPIC	OUTCOMES	DATE
1.	Persuasive Writing (Speech)	Powers of Motivation, Powers of Inspiration	EN4-URB-01 EN4-ECA-01	Week 5, Term 2 2025 * In-class during lessons this week
	Formative assessment - Class tasks Students will also complete a range of formative class tasks throughout the year. These tasks will allow students to demonstrate achievement against course outcomes. These tasks will be used to report against a student's overall achievement in this course.			Ongoing
2.	Imaginative Writing (Script) and Performance	Staging Change: The Conventions and Function of Drama	EN4-ECA-01 EN4-ECB-01 EN4-URC-01	Week 5, Term 4 2025 * In-class during lessons this week
	Formative assessment - Class tasks Students will also complete a range of formative class tasks throughout the year. These tasks will allow students to demonstrate achievement against course outcomes. These tasks will be used to report against a student's overall achievement in this course.			Ongoing

* Further details regarding the timing of this task will be provided on the assessment notification.

Maths

Semester	DESCRIPTION	TOPIC	OUTCOMES	DATE
1.	Topic Test	Number and Algebra Fractions, Decimals and Percentages Algebraic Techniques and Index Laws	MAO-WM-01, MA4-FRC-C-01 MA4-ALG-C-01 & MA4-IND-C-01	* Tuesday (P2) Week 9 Term 1, 2025
	Formative assessment - Class tasks Students will also complete a range of formative class tasks throughout the year. These tasks will allow students to demonstrate achievement against course outcomes. These tasks will be used to report against a student's overall achievement in this course.			Ongoing
2.	Topic Test	Statistics and Probability Probability and Statistics Number and Algebra Ratios and Rates	MAO-WM-01, MA4-DAT-C-01 MA4-DAT-C-02, MA4-PRO-C-01 & MA4-RAT-C-01	* Tuesday (P2) Week 9 Term 3, 2025
	Formative assessment - Class tasks Students will also complete a range of formative class tasks throughout the year. These tasks will allow students to demonstrate achievement against course outcomes. These tasks will be used to report against a student's overall achievement in this course.			Ongoing

* Further details regarding the timing of this task will be provided on the assessment notification.

Science

Semester	DESCRIPTION	TOPIC	OUTCOMES	DATE
1.	Chemistry & Skills Topic Test In class unseen task	The Structure & Properties of Matter	SC4-7WS SC4-8WS SC4-9WS SC4-16CW	Wednesday 12 March Week 6 Term 1, 2025 8SCIA - P2 8SCIB - P4 8SCIC - P4 8SCID - P5 8SCIE - P5 8SCIF - P1
	Formative assessment - Class tasks Students will also complete a range of formative class tasks throughout the year. These tasks will allow students to demonstrate achievement against course outcomes. These tasks will be used to report against a student's overall achievement in this course.			Ongoing
2.	Organ Donation Research Task In class seen task	The Human Body & Health	SC4-4WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-14LW	* Week 9 Term 3, 2025 8SCIA - P5 (16/9) 8SCIB - P1 (15/9) 8SCIC - P4 (16/9) 8SCID - P5 (15/9) 8SCIE - P5 (16/9) 8SCIF - P2 (15/9)
	Formative assessment - Class tasks Students will also complete a range of formative class tasks throughout the year. These tasks will allow students to demonstrate achievement against course outcomes. These tasks will be used to report against a student's overall achievement in this course.			Ongoing

* Further details regarding this task will be provided on the assessment notification.

PDHPE

Semester	DESCRIPTION	TOPIC	OUTCOMES	DATE
1.	Group Task	Wealth in Health	4.10	Thursday 3 April Week 9 Term 1, 2025
	Formative assessment - Class tasks Students will also complete a range of formative class tasks throughout the year. These tasks will allow students to demonstrate achievement against course outcomes. These tasks will be used to report against a student's overall achievement in this course.			Ongoing
2.	Writing Tasks	Do I or Don't I	4.6	* Wednesday (P3) 17 September Week 9 Term 3, 2025 8A - 8C during PDHPE lesson 8D - 8F Lessons to be borrowed from other subjects
	Formative assessment - Class tasks Students will also complete a range of formative class tasks throughout the year. These tasks will allow students to demonstrate achievement against course outcomes These tasks will be used to report against a student's overall achievement in this course.			Ongoing

* Further details regarding the timing of this task will be provided on the assessment notification.

HSIE

Semester	DESCRIPTION	TOPIC	OUTCOMES	DATE
1.	History Topic Skills/Test (unseen)	Medieval Europe Polynesia	HT4-3 HT4-10	* Friday (P3 - 12:15pm) 4 April Week 9 Term 1, 2025
	Formative assessment - Class tasks Students will also complete a range of formative class tasks throughout the year. These tasks will allow students to demonstrate achievement against course outcomes. These tasks will be used to report against a student's overall achievement in this course.			Ongoing
2.	Geography Written Seen Task (In class)	Place and Liveability	GE4-3 GE4-7	* Friday 5 September Week 7 Term 3, 2025 P2, 3, 4, 5
	Formative assessment - Class tasks Students will also complete a range of formative class tasks throughout the year. These tasks will allow students to demonstrate achievement against course outcomes These tasks will be used to report against a student's overall achievement in this course.			Ongoing

* Further details regarding the timing of this task will be provided on the assessment notification.

TECHNOLOGIES

Technology Mandatory

Semester	DESCRIPTION	TOPIC	OUTCOMES	DATE
1.	Drag Car and Design Folio / Timber Caddy and Design Folio (Hand in) 8TEC1 - 8TEC4 Timber Caddy 8TEC5 - 8TEC8 Race Car *Four classes will swap per semester	Engineered Systems	Drag Car Outcomes: TE4-8EN - Folio TE4-1DP - Drag Car Timber Caddy Outcomes: TE4-3DP - Caddy TE4-9MA - Folio	* Monday 19 May Week 4 Term 2, 2025
	Formative assessment - Class tasks Students will also complete a range of formative class tasks throughout the year. These tasks will allow students to demonstrate achievement against course outcomes. These tasks will be used to report against a student's overall achievement in this course.			Ongoing
2.	Timber Caddy and Design Folio / Drag Car and Design Folio (Hand in) 8TEC1 - 8TEC4 Race Car 8TEC5 - 8TEC8 Timber Caddy *Four classes will swap per semester	Materials Technology	Drag Car Outcomes: TE4-8EN - Folio TE4-1DP - Drag Car Timber Caddy Outcomes: TE4-3DP - Caddy TE4-9MA - Folio	* Monday 27 October Week 3 Term 4, 2025
	Formative assessment - Class tasks Students will also complete a range of formative class tasks throughout the year. These tasks will allow students to demonstrate achievement against course outcomes These tasks will be used to report against a student's overall achievement in this course.			Ongoing

* Further details regarding the timing of this task will be provided on the assessment notification.

Music

Semester	DESCRIPTION	TOPIC	OUTCOMES	DATE
1.	Performance: Amadeus Instrument	Global Music Culture	MU4-PER-01	Monday 12 May Week 3 Term 2, 2025
	<i>Formative assessment - Class tasks</i> Students will also complete a range of formative class tasks throughout the year. These tasks will allow students to demonstrate achievement against course outcomes. These tasks will be used to report against a student's overall achievement in this course.			Ongoing
2.	Performance: Amadeus Instrument	Popular Music	MU4-PER-01	Monday 27 October Week 3 Term 4, 2025
	<i>Formative assessment - Class tasks</i> Students will also complete a range of formative class tasks throughout the year. These tasks will allow students to demonstrate achievement against course outcomes These tasks will be used to report against a student's overall achievement in this course.			Ongoing

Visual Arts

Semester	DESCRIPTION	TOPIC	OUTCOMES	DATE
1.	Written Task - Warhol's Conceptual Framework (Hand-in task)	Critical & Historical Studies - Pop Art	4.8, 4.10	Week 2 Term 4, 2025 8VAR1 Tuesday 20/05 8VAR2 Tuesday 20/05 8VAR3 Friday 23/05 8VAR4 Wednesday 21/05 8VAR5 Friday 23/05 8VAR6 Wednesday 21/05 8VAR7 Thursday 22/05 8VAR8 Tuesday 20/05
	Formative assessment - Class tasks Students will also complete a range of formative class tasks throughout the year. These tasks will allow students to demonstrate achievement against course outcomes. These tasks will be used to report against a student's overall achievement in this course.			Ongoing
2.	Practical Task - Architectural Mixed Media Painting (Hand-in task)	Artmaking - The Environment	4.1, 4.3, 4.4	Week 6 Term 4, 2025 8VAR1 Tuesday 18/11 8VAR2 Tuesday 18/11 8VAR3 Friday 21/11 8VAR4 Wednesday 19/11 8VAR5 Friday 21/11 8VAR6 Wednesday 19/11 8VAR7 Thursday 20/11 8VAR8 Tuesday 18/11
	Formative assessment - Class tasks Students will also complete a range of formative class tasks throughout the year. These tasks will allow students to demonstrate achievement against course outcomes. These tasks will be used to report against a student's overall achievement in this course.			Ongoing

Languages

Semester	DESCRIPTION	TOPIC	OUTCOMES	DATE
1.	Online Multiple-Choice test via Meg Journeys platform	Modules 1 and 2	ML4-INT-01:, ML4-UND-01:	Monday 26 - Friday 30 May Week 5 Term 2, 2025 8A: Tue 27th May P1 8B: Mon 26th May P4 8C: Wed 28th May P2 8D: Wed 28th May P5 8E: Mon 26th May P2 8F: Tue 27th May P5
	Formative assessment - Class tasks To Cover ML4-INT-01, ML4-UND-01, ML-CRT-01 Students will also complete a range of formative class tasks, across all modules throughout the year. These tasks will allow students to demonstrate achievement against course outcomes. These tasks will be used to report against a student's overall achievement in this course.			Ongoing
2.	Reading and Listening Task	Modules 4, 5 and 6	ML4-INT-01:, ML4-UND-01:	Friday 13 - Tuesday 18 November Week 5/6 Term 4, 2025 8A: Frid 14th Nov p2 8B: Thurs 13th Nov p3 8C: Thurs 13th Nov p1 8D: Frid 14th Nov p4 8E: Frid 14th Nov p5 8F: Tue 18th Nov p2
	Formative assessment - Class tasks ML4-INT-01, ML4-UND-01, ML-CRT-01 Students will also complete a range of formative class tasks, across all modules throughout the year. These tasks will allow students to demonstrate achievement against course outcomes. These tasks will be used to report against a student's overall achievement in this course.			Ongoing

MARCELLIN COLLEGE RANDWICK

6. Referencing and Bibliographies Policy

All educational institutions require a formalised standard of presentation and acknowledgement of sources of information used in completing an assignment.

It is unethical to submit work as your own that has been copied from someone else's material. This is called plagiarism.

All material should be placed in your own language and terms, remembering to state the source of your material in a bibliography.

Marcellin College Randwick's Policy from Year 7 through to Year 12 is that if a student has plagiarised, then a zero mark may be awarded will be given to the entire task or part thereof. This may seem an extreme measure but is consistent in all educational institutions.

HOW TO REFERENCE

The Harvard System is sometimes referred to as the 'Name/Year System' and Bibliography entries must be written in alphabetical order at all times.

Furthermore, there are variations in the style of writing quotes. Inverted commas for the actual quotes are now, usually, reserved for handwriting. Word processing differs in its use of italics instead.

In the Harvard System, the surname of the author(s), the date of publication and the page number are added directly after the quote, enclosed in brackets.

HOW TO WRITE A BIBLIOGRAPHY

Again you must use the Harvard System and, because it is alphabetical, it is not acceptable to begin any entry with just the URL (they all begin with 'H'). These must be added after the full information, as with any other text. Feel free to put them in as HyperLinks, especially if you are 'Document Submitting' to your teacher.

Assessment Timeline 2025

Term 1, 2025					
Week	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
1					
2					
3					
4					
5					
6			Science (P2, 3, 4, 5)		
7					
8					
9	Assessment Block RE History	Assessment Block Maths (P2)	Assessment Free Day	Assessment Block PDHPE Group Task (Hand in)	Assessment Block
10					

Term 2 2025					
Week	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
1					
2					
3	Music (hand in)				
4	Technology	Visual Arts (Hand in 8VAR1, 2 &8)	Visual Arts (Hand in 8VAR4 & 6)	Visual Arts (Hand in 8VAR7)	Visual Arts (Hand in 8VAR3 & 5)
5	Languages English Orals (in-class this week))	Languages English Orals (in-class this week))	Languages	Languages	Languages English Orals (in-class this week)
6					
7					
8					
9					
10					

Term 3, 2025					
Week	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					Geography
8					
9	Assessment Block	Assessment Block Science (P1, 4, 5) Maths (P2)	Assessment Block RE (Period 1) PDHPE(period 3)	Assessment Block	Assessment Block
10					

Term 4, 2025					
Week	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2			Y8 Archdiocesan RE Test (P3 & 4)		
3	Music (in-class) Technology (hand-in)				
4					
5	English (in-class this week)	English (in-class this week)		Languages	Languages English (in-class this week)
6	Languages	Languages Visual Arts (Hand in)	Visual Arts (Hand in)	Visual Arts (Hand in)	Visual Arts (Hand in)
7					
8					
9					
10					