



Stage 6

Senior College

ASSESSMENT PROCEDURES
2024 Higher School Certificate

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INTRODUCTION

This Senior Studies Assessment Policy has been developed to comply with the New South Wales Educational Standards Authority (NESA) requirements. This policy will be consistently applied in all subjects where students are presenting for the Higher School Certificate.

All 2 unit courses are broken into a Preliminary course and an HSC course. The Preliminary course in a subject must be satisfactorily completed before a student can attempt the HSC course.

NESA requires that assessment tasks be conducted for the Preliminary and HSC courses. However, only assessment of the HSC course will count towards the moderated assessment mark that appears on the HSC (there are some exceptions to this rule in Mathematics).

The main purpose of assessment in the Preliminary course is to provide feedback to students and parents/carers about achievement of outcomes and to determine whether a course has been satisfactorily completed. No marks are sent to NESA regarding Preliminary assessment. A grade from A to E is provided to NESA at the end of the Preliminary course based on course performance descriptors. Your assessment in Preliminary courses will be used by teachers to guide them in assigning the grade that best describes your performance in the course and ultimately will be the grade submitted to NESA.

Assessment tasks are designed to measure performance in a wider range of outcomes than may be tested in an examination. This allows students to be given credit for consistent work throughout the course and improves the accuracy of the judgements made about student achievement.

THE PRINCIPLES OF EFFECTIVE AND INFORMATIVE ASSESSMENT

Clear, direct links with outcomes

The assessment strategies employed by the teacher in the classroom are directly linked to, and reflect, the syllabus outcomes.

Assessment is integral to teaching and learning

Effective and informative assessment practice involves selecting strategies that are naturally derived from well-structured teaching and learning activities. These strategies should provide information concerning student progress and achievement that helps inform ongoing teaching and learning as well as the diagnosis of areas of strength and need.

Assessment is balanced, comprehensive and varied

Effective and informative assessment practice involves teachers using a variety of assessment strategies that give students multiple opportunities, in varying contexts, to demonstrate what they know, understand and can do in relation to the syllabus outcomes.

All care is taken to ensure the accuracy of this document at the time of publication. Policy changes may occur and the school reserves the right to implement changes that meet the needs of the school and NESA.

Assessment is valid and reliable

Valid assessment strategies are those that reflect the actual intention of teaching and learning activities, based on syllabus outcomes and measure the student's achievement on those outcomes. Where values and attitudes are expressed in syllabus outcomes, these too should be assessed as part of student learning. They are distinct from knowledge, understanding and skill outcomes.

Assessment engages the learner

Effective and informative assessment practice is student centred. Ideally there is a cooperative interaction between teacher and students, and among the students themselves. The syllabus outcomes and the assessment processes to be used should be made explicit to students. Students should reflect upon their achievements and progress.

Assessment values teacher judgement

Good assessment practice involves teachers making judgements, on the weight of assessment evidence, about student progress towards the achievement of outcomes. Teachers can be confident a student has achieved an outcome when the student has successfully demonstrated that outcome a number of times, and in varying contexts. Teacher judgement based on well-defined standards is a valuable and rich form of student assessment.

Assessment is time efficient and manageable

Effective and informative assessment practice is time efficient and supports teaching and learning by providing constructive feedback to the teacher and student that will guide further learning. Teachers decide how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment.

Assessment recognises and conveys information on individual achievement and progress

Effective and informative assessment practice is sensitive to the self-esteem and general well-being of students, providing honest and constructive feedback.

Students, parents, and teachers can use student achievement information as this information (amongst other things) helps identify students for targeted intervention and can inform teaching programs. Students and parents can use assessment information to help plan revision or access assistance from teachers or peers.

TYPES OF ASSESSMENT TASKS

School-based assessment tasks are designed to measure performance in a wider range of outcomes than may be tested in a HSC examination. These include:

School-based examinations and tests

Examinations are important components of student assessment. Examination may be scheduled for the end of the Preliminary course towards the end of Term 1. These examination will take place in class. The trial HSC examination will occur mid Term 3. Other class tests may be scheduled at times throughout the year as part of a course assessment program.

Other assessment types include:

- Oral presentations - prepared speech or seminar presented to the class.
- Fieldwork/Excursion Reports - including sketches, worksheets, or surveys to be completed during the excursion and/or an in-class task based on the excursion work.
- Assignments - research/investigation of a topic following specified requirements. This may be an individual or group task.
- Design Projects – projects designed and produced to meet a design problem.
- Portfolios - accompanying documentation records design project work.
- Practical work - range of practical learning experiences completed in class and/or at home.
- First Hand Investigations – original problem solving using scientific method.
- Body of Work (Visual Arts) – selection of one or more art works that demonstrate process and practical and theoretical understanding of art making, to include a Visual Arts Process Diary (VAPD).
- Viewing task
- Film-making
- Diary/Journals – reflection on learning processes
- Group work activities
- Peer assessment
- Listening task
- Scripted and improvised performance

SCHOOL RESPONSIBILITIES AND PROCEDURES IN ASSESSMENT

Assessment Schedule/Program

For each course, Oberon High School (OHS) has developed an assessment schedule which includes:

- a basic description of each task to be completed during the year
- the weighting of each task
- the outcomes to be assessed by each assessment task
- the week in which the assessment task is to be completed or submitted

Notification of Individual Assessment tasks

For each assessment task students will be given a written notification at least two weeks in advance of the task indicating the issue date, due date, weighting, outcomes being assessed and specific task description.

For formal examination, a written timetable will be issued approximately two weeks prior to the commencement of the examination period. No assessment tasks will be scheduled in the week before any formal examination period.

Submission of Assessment Tasks

Assessment tasks other than formal examination and in-class tasks are to be submitted to the class teacher. If the class teacher is absent then it should be submitted to the Head Teacher of that course.

Marking and Feedback

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 and annotation to student work, indicating what the student did well and how they can improve. Parents will be notified of assessment tasks that are not completed and of penalties imposed. Students may submit a draft prior to the due date for guidance; however, they must comply with the drafting guidelines outlined in the assessment task. This may vary from task to task depending on what is deemed appropriate.

Special Circumstances

- If an assessment task is found to be inappropriate in regards to fulfilling the requirements of the course, does not match the assessment task schedule advertised at the commencement of the course or is found to disadvantage one student over another a decision may be made to re-issue the task. All students will be required to complete the new task to ensure parity within the assessment process. If this course of action is to be taken it will be done in consultation with all students undertaking the course.
- In regards to an in class assessment task, if a student believes that they are being disadvantaged or there is an issue with the assessment task that arises during the completion of that task, the student should attempt to complete the task and afterwards request that its validity be determined by contacting the Head Teacher.
- In regards to an assessment task that a student is to submit, if they believe that they are being disadvantaged or there is an issue with the assessment task they should first discuss this with their class teacher, however, if doubt remains they should request that its validity be determined by the Head Teacher of that subject.
- Ultimately any problem that persists with no resolution at faculty level will be assessed by senior executive with a view to making a final decision that will be binding on both the teacher and student(s) involved.

Timing of Tasks

Assessments for the Preliminary courses will potentially begin in week 6 Term 4 of each year.

No tasks are to fall due in the five school days prior to formal examination.

HSC assessment will begin in Week 1 Term 2 of each year.

STUDENT RESPONSIBILITIES AND PROCEDURES

Collection of work missed by students due to absence from a class for any reason is the **responsibility of the student**. If students are to be absent from school for an extended period of time they should see their class teacher well before to allow appropriate work to be provided. Students are reminded that the school has a site which has work uploaded by staff to help cater for this type of situation. Teachers will make every effort to assist students when they are absent but the onus is on the student to stay up to date.

The NESAs website publishes up-to-date information concerning restrictions and special requirements for each course. For those HSC courses that have prescribed texts, topics or project restrictions, students must ensure that they are aware of the special requirements for their particular course. Students are expected to make a serious attempt in completing all tasks and sit for all examination set as part of the assessment program for a course, at the specified time.

A non-serious attempt at an assessment task includes:

- Non-completion of substantial parts of a task or examination.
- Writing, drawing, speaking or behaving in a manner deemed offensive or disrespectful.
- Damaging or deliberately misplacing any part of a task or examination making it impossible for completion or submission.

What is HSC: All My Own Work?

All students entered for one or more Preliminary or HSC courses must have satisfactorily completed the HSC: All My Own Work program. This program helps students to follow good principles and practices in assessment tasks of all types. Students will find this program at: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

When students sign their HSC Confirmation of Entry form, students are telling NESAs that they have read, understood and agreed to follow the rules in the Rules and Procedures booklet that will be available to students closer to HSC examination time.

In a subject with a submitted project or practical work, such as Industrial Technology, Design and Technology, Music 2 or English Extension 2, students will also have to certify that the work submitted to NESA for marking is their own, and acknowledge any assistance received. Teachers and the Principal will also have to certify the authenticity of the work.

What is cheating in a HSC assessment?

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. Both the school and NESA treat cheating very seriously and will investigate allegations of cheating and penalise students caught cheating in any form of assessment task.

Here are some examples of behaviour considered to be cheating:

- copying, buying, stealing or borrowing part or all of someone else's work, and presenting it as your own
- using material directly from books, journals, CDs or the internet without acknowledging the source
- submitting work that contains a large and unacknowledged contribution from another person, such as a parent, coach, tutor or author
- paying someone to write or prepare material that is associated with a task, such as drafts, process diaries, logs and journals.
- utilising an electronic device in any form of in class assessment or examination where it has been clearly stated that no such device is permitted. This also applies to formal examination and the Higher School Certificate examination.

What is plagiarism?

Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is considered a form of cheating and will not be tolerated. The following are common questions about plagiarism.

Q Is it plagiarism if I copy someone else's work exactly and claim it is my own work?

A Definitely yes!

Q Is it plagiarism if I change some of the words or the order of sentences in the passage I am copying?

A Yes. You are using someone else's thoughts and words without acknowledgement.

Q Is it plagiarism if I memorise a story or essay written by someone else, and then reproduce all or parts of it in my English examination?

A Yes. This is plagiarism.

Q Is it plagiarism if someone else proofreads my written work and changes my final draft?

A It is not plagiarism to have someone correct your spelling and grammar. However, if a parent or tutor or anyone else makes major changes to the wording of your draft, the final version is no longer your own work.

Q Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source in the work I hand in?

A No, this is not plagiarism. You have acknowledged where your ideas came from. It is legitimate to build on ideas from others provided you don't claim they are your own.

Q Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes or in other ways, and then acknowledge the source in my text and/or in my bibliography?

A This is not plagiarism. You have taken steps to show you are presenting someone else's words or ideas.

How do I acknowledge sources?

Teachers will show you exactly how they would like to see sources acknowledged. In written works this usually will be in a bibliography. In projects, such as practical works for Industrial Technology students must keep a folio. In it students can show influences and any practical help received (for example a professional welder to join pieces of your work together), ideas that inspired the work, as well as a bibliography.

Acknowledging sources is also a good way to show the teacher the extent of the reading and research completed. Acknowledgements prove that you have engaged with other people's ideas in order to develop your own view.

Malpractice:

Cheating of any kind is unacceptable. Behaving dishonestly to gain unfair advantage in assessments or exams is malpractice or cheating. Any form of malpractice, including plagiarism, is unacceptable. We treat these allegations very seriously. Detected malpractice may result in losing marks for a section of a task or receiving zero for the whole task.

Malpractice includes:

- copying part or all of someone else's work and presenting it as your own
- using material directly from books, journals, CDs or the internet without giving its source
- building on someone else's ideas without giving their source
- using AI tools such as Chat GPT to write tasks or sections of tasks
- buying, stealing or borrowing someone else's work and presenting it as your own
- submitting work that someone else, for example a parent, tutor or subject expert, substantially contributed to
- using someone else's words, ideas, designs or work in projects and performance tasks without giving their source
- paying someone to write or prepare material and presenting it as your own
- not acknowledging any work completed by others for your submitted work or performance

- breaching school exam rules
- cheating in an exam
- using non-approved aids in an assessment task
- giving false reasons for not handing in work by the due date
- helping another student to engage in malpractice. This includes giving another student your work prior to submission by you or the other student
- being responsible for actions done or omitted to be done that confer an unfair advantage in relation to the outcome of any HSC exam – or irrespective of whether such actions occur before, during or after such an exam or assessment.

If you are suspected of malpractice, you will need to show that all unacknowledged work is entirely your own. You might need to:

- prove and explain your work process with diaries, journals, notes, working plans, sketches or progressive drafts that show how your ideas developed
- answer questions about the assessment task, exam or submitted work being investigated to show your knowledge, understanding and skills

Suspected malpractice will be investigated by a review panel consisting of the HT of the subject and the Deputy Principal. They will look at information from the teacher, take a statement from the student and interview any other students who may have knowledge of the malpractice. Following the investigation, the panel will make a recommendation as to the consequence for the student(s) involved.

Further detailed information about plagiarism and malpractice can be found at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>
https://studentsonline.nesa.nsw.edu.au/go/seniorstudy/hsc_rules_and_procedures/

COURSE COMPLETION CRITERIA

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

- followed the course developed or endorsed by the NESA
- applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieved some or all of the course outcomes.
- completed the mandatory work placement in a VET subject

Principals may determine that, as a result of absence, the course completion criteria have not been met. Absences will be regarded seriously by the school as students cannot satisfactorily complete a course if they are not regularly engaged in the program set down by the class teacher.

Official (NESA) Warning Letters will be issued to senior students if they are not meeting the requirements for satisfactory completion of a course for the award of the Preliminary HSC or Higher School Certificate.

If two or more course-specific official warning letters have been issued the Principal may make an “N” (non-completion of course) determination for that course. An “N” determination will mean that the course will not be listed on the student’s Record of Achievement.

NOTE: If a student fails to submit or perform tasks which make up more than 50% of the total assessment marks for a course, the Principal will not verify that the course has been satisfactorily studied. The student will then be awarded an “N” (non completion) determination for this course.

WHAT HAPPENS TO THE MARKS FROM SCHOOL-BASED ASSESSMENTS

At the end of the HSC course schools submit a mark and rank to NESA for each student that has successfully met the course completion criteria for that course. That mark (out of 100 for a 2 unit course) is calculated from the student’s performance in school based assessment tasks, the weightings of which are published in the assessment policy for that course.

The school-based assessment counts for 50% of the overall HSC mark. That is, the marks sent to NESA for each student are combined with their HSC examination score to produce a final mark for the course – again out of 100 for a 2 unit course.

In the case of Board-developed VET courses the school will submit to NESAs a list of the competencies successfully attained by each student. This assessment occurs on a continual basis in class. If a student has nominated to sit for the optional HSC examination in a VET course then a school assessment mark will also be submitted to NESAs.

An assessment mark is required to be submitted to NESAs in case a student does not attend the HSC examination through misadventure. Schools are also required to indicate to NESAs which units of competency have been satisfactorily achieved by each student.

If a student chooses to be assessed in a VET course for the purposes of an ATAR, this will be done via a written HSC examination. In the case of illness or misadventure during the HSC examination, marks from the end of Preliminary course examination and trial HSC examination will be used.

Mid-year enrolment

Students who enrol at Oberon High School during the year will be assessed on the tasks completed at Oberon High School as well as their previous school (as long as the tasks at the previous school are deemed similar or comparable to those in the schedule at Oberon High School). Students rank in the course will be calculated for those tasks which have been attempted. This ranking will be maintained and used to determine the final assessment mark.

Students repeating a Preliminary or HSC course

Where a student repeats either a Preliminary or HSC course only marks from assessment tasks completed in the current year will be used.

Moderation of school submitted HSC assessment marks

To ensure students are not advantaged or disadvantaged by the patterns of marks used by their school for the assessment, NESAs uses moderation procedures. These procedures are based on each school's performance in the external examination. This process retains the school's judgement in relation to the rank and the relative differences between students, but adjusts the assessment to a common scale for all schools to ensure state-wide fairness. Students are not given their final school assessment mark as it is likely to change following the moderation process.

RIGHTS OF APPEAL

Students are able to request a review of their final assessment ranking if they consider it not consistent with their expectations on the basis of their performance on assessment tasks, or they believe that the school did not follow the procedures stated in the assessment program for that subject. The request for review must be made within two (2) days of the issue of final reports.

There are no grounds for appeal against the individual marks awarded for assessment tasks. There will be no attempt to look into the quality of work, nor to question the judgement of any teacher in arriving at marks for assessment tasks.

The reviews carried out on appeal are limited to ensuring that:

- The weightings of the school assessment tasks conform to those in the assessment schedule.
- There are no calculation errors or data input errors.

Any appeal is therefore directed at the assessment **process**.

In the event of an appeal the class teacher will be asked to review their assessment results. If they find an error the final report of all students affected will be amended. If the teacher cannot find an error and the student is still not satisfied they may make a subsequent appeal to the faculty head teacher who will make a determination in consultation with the Principal.

A student who is dissatisfied with the school's review procedures may appeal to NESAs.

EXAMINATION AND CLASS TEST RULES

Students will be provided with a set of examination procedures when they are issued with their examination timetable.

SPECIAL EXAMINATION PROVISIONS

Senior students requiring special provisions for examination should contact the Learning and Support Teacher for further advice.

For senior students applications for special provisions for the Higher School Certificate are assessed by NESA in order to provide eligible students with practical support in examination.

For more details, refer to the NESA website:

<http://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

ATTENDANCE AT SCHOOL DURING SCHEDULED ASSESSMENT TASKS

It is expected that all students attend normal lessons irrespective of their need to complete an assessment task in class during the school day. The school does not see preparing for an assessment task as a legitimate excuse for full day absence or partial absence prior to the task.

Excursions and Fieldwork

Some subjects require students to undertake mandatory fieldwork or attend excursions to experience mandatory parts of the syllabus. In the case of unavoidable absence from such activities students must negotiate an alternative task or experience prior to the event with their class teacher. The granting of a concession is not a given and will be dependent on the reason for absence. The Principal will make an ultimate and binding decision on all parties if an initial process of negotiation at faculty level is unsuccessful.

School Leave and Assessment Tasks

If a student knows in advance that he/she will be absent on the day a task is due, then the task should be handed in prior to the due date unless an alternate date has been negotiated with the relevant Head Teacher.

When the task is to be completed in class, then arrangements must be made with the Head Teacher prior to the task with a Renegotiation of Assessment Task form submitted.

Extended leave from school may be granted by the Principal after a request in writing from the parent/carer. Parents and carers should not assume that leave will be granted for vacations taken outside normal school holidays or those extensions for assessment tasks will be granted due to "family leave".

Assessment tasks scheduled while a student is suspended from school

Unless forbidden by the Principal, a suspended student may be required to attend school for the time span only during which an in-school assessment task is being completed. The student may be required to complete the task in a separate location to other students.

Students are to submit assessment tasks to the teacher of the course who set the task. It is the student's responsibility to ensure that tasks are given to the relevant teacher. **If a teacher is absent, tasks (not electronic) should be handed to the Head Teacher.**

Students submitting assessment tasks as a shared document must give the teacher of the course access to the document at the time of submission. Any change to this due to teacher absence will be communicated by the Head Teacher.

Work placement (VET)

Students who will be absent for an in class assessment tasks due to compulsory work placement (VET) should speak to their class teacher and if needed the faculty head teacher to discuss a renegotiation of the completion of the task in question. Any renegotiation will require a Renegotiation of Assessment Task form to be completed. If the task in question is to be submitted rather than sat in class it is up to the teacher and potentially the head teacher to determine when the student is to submit the assessment task. Students must complete a Renegotiation of Assessment Task form at least 2 weeks prior to the assessment task submission date. If notification of work placement does not give the student at least 2 weeks of notice they should see their class teacher immediately to discuss a course of action.

The final decision with any renegotiation will take into account the absence of the student in question as well as the other students in the course to ensure the integrity of the assessment task is kept thus not advantaging or disadvantaging any student.

LATE SUBMISSION OF WORK

Students are responsible for the planning of their work to ensure submission or preparation for tasks within the timeframe required. Late submission will result in a zero mark being awarded for the task unless a justified exceptional circumstance prevented it being submitted on the due date. This related to Preliminary and Higher School Certificate courses. Irrespective of the circumstance involved the student must submit a task to satisfy course assessment requirements.

Request for Extension

Students are provided with the opportunity to apply for an extension if they feel they have a genuine inability to meet a scheduled submission date due to **exceptional circumstances**. These applications are to be expressed in writing using the Application for Extension of Assessment Task Due Date form.

Student absent when a task is handed out will not be granted an extension on the basis of that absence. Note this includes absence due to EVET commitments, VET work placement, sporting events or any other school-endorsed activity. Task notifications will be uploaded to the schools Google based work platform. It is each student's responsibility to check the platform whilst absent or request any task notification sheets from their teacher upon their return to class.

ABSENCE FROM AN ASSESSMENT TASK DUE TO ILLNESS OR MISADVENTURE

In circumstances of illness or misadventure associated with assessment tasks, appropriate arrangements are in place to prevent disadvantage to a student.

It is important to note that set procedures must be followed for this consideration to be applied in order to ensure fairness for all students. **The consequences of not following these procedures may result in your application for special consideration (due to Illness/Misadventure) being rejected.**

Students will need to supply the appropriate medical certificate (Illness) or other appropriate documentation as deemed satisfactory by the Principal or their delegate, justifying the absence to accompany the Renegotiation of Assessment Task form so that an evaluation can be made by the class teacher in consultation with the Head Teacher. They may judge that completion of the assessment task is not viable upon your return and determine that an estimate will be given, they may grant an extension of time to complete/submit the assessment task or may determine that the student complete an alternative task.

Specific procedures in the case of:

1. Absence due to illness/misadventure on the day of an 'in-school' assessment task.

Students or parent/carers are requested to contact the school on the morning the task is scheduled. Contact can be by phone on 63361606.

The student should obtain a medical certificate (Illness) or other appropriate documentation as deemed satisfactory by the Principal or their delegate, which clearly states that the student was unfit/unable to attend school for the assessment task. Students must report to the class teacher or relevant subject Head Teacher on the morning of the first day of their return to school with a Renegotiation of Assessment Task form to discuss a new completion date which is to be as soon as practically possible.

2. Absence due to illness/misadventure on the day a 'hand-in' type assessment task is due to be submitted.

In the event of absence on the due date for submission of an assessment task, the task may be brought to the school by a third party.

The student should obtain a medical certificate (Illness) or other appropriate documentation as deemed satisfactory by the Principal or their delegate, which clearly states that the student was unfit/unable to attend school. Students must report to the class teacher or relevant subject Head Teacher on the morning of the first day of their return to school. The task is to be submitted at that time unless the absence is deemed by the Head Teacher to be long enough to warrant an extension. An Application for Extension of Assessment Task Due Date form must be tabled at this time for the Class Teacher or Head Teacher to contemplate the alternate date.

3. Illness/misadventure DURING an in-school assessment.

Students who become ill DURING an in-school assessment task must acknowledge his/her condition to the supervisor of the task before leaving the room. The student should obtain a medical certificate or other appropriate documentation which clearly states that the student was unfit/unable to complete the assessment task. Students must report to the class teacher or relevant subject Head Teacher on the morning of the first day of their return to school with a Renegotiation of Assessment Task form to discuss whether they are to complete the task, sit an alternative task or be given an estimate.

4. Illness/misadventure leading to absence from a formal examination.

The student or family member is requested to contact the school **on the morning the examination is scheduled**. Contact can be by phone 63361606.

The student should obtain a medical certificate (Illness) or other appropriate documentation as deemed satisfactory by the Principal or their delegate, which clearly states that the student was unfit/unable to attend school for examination.

Students must report to the relevant subject Head Teacher(s) on the first day they are well enough to return to school with a Renegotiation of Assessment Task form. The Head Teacher(s) will liaise with the student and organise a rescheduling of the affected examination(s). If the missed task is during a set examination period (e.g. end of Preliminary course or Trial HSC) the student will be required, if able, to reschedule the examination during the scheduled examination period.

5. Group performance illness/misadventure.

When a group music, dance or drama performance cannot go ahead on a scheduled date the student should obtain a medical certificate (Illness) or other appropriate documentation as deemed satisfactory by the Principal or their delegate, which clearly states that the student was unfit/unable to attend school. They must report to the relevant subject Head Teacher(s) on the first day they are well enough to return to school. The Head Teacher(s) will then liaise with the student and other members of the group and organise a rescheduling of the affected examination(s). If the missed task is during a set examination period (e.g. end of Preliminary course or Trial HSC) the student will be required, if able, to reschedule the examination during the scheduled examination period.

In all of these scenarios the integrity of the assessment process is paramount and no student should feel like they have been disadvantaged.

PROLONGED ABSENCES

Students suffering prolonged absences should negotiate with the class teacher Head Teacher with regard to assessment tasks. The year advisor or senior executive can also be involved in this process if a number of subjects need to be considered in an agreed program to best manage the student's absence and subsequent return to school. All students are expected to attend school every day the school is open each year. Principals can grant an exemption from school attendance for periods totalling up to 50 days in a 12 month period for any one student. Principals must keep a record of part day exemptions granted to ensure that the exemptions granted for any one student do not exceed 50 days (full time equivalent). Requests for leave beyond 50 days require application to the Regional Director.

It is not appropriate to take family holidays during term time, especially in Years 11 and 12, unless absolutely unavoidable. Principals cannot exempt students from school because of family holidays. The new compressed structure makes attendance a far more critical part of school completion and performance. A family holiday of 4 weeks will lead to the loss of 8 weeks learning time. This is simply unsustainable for a student who must complete 3 subjects each school year.

Arrangements should be made to collect work and take it on holidays to submit on your return. In Year 11 and 12, arrangements will need to be made regarding submission of assessment tasks before departure. The school will have a google based platform that students can access work remotely to minimise disruption from an absence from school.

Successful schooling requires students to be at school and engaged in the many activities available.

Each course has an indicative amount of time that is expected to be spent on it. Failure to attend school/classes can result in students not being considered to have completed their courses and therefore not being credentialed as having done so.

CHANGE OF SUBJECTS/COURSES/UNITS

Students who are considering changing courses must negotiate the change with the class teachers, Head Teachers, careers Adviser and Senior Executive, carefully checking that this change does not affect their HSC pattern of study requirements or University entry requirements.

Changes to courses:

- must be on the appropriate Application for Change of Subject Form
- will not be allowed after Week 8 of Term 4
- will not occur unless the Principal is satisfied that the student will be able to satisfactorily complete the new course.

Students who wish to change a level within a subject may negotiate this with the relevant Head Teacher. Students must, however, complete an Application for Change of Subject Form to finalise this change. This will include a checking process to ensure this change does not affect their HSC pattern of study requirements or University entry requirements.

STUDENTS ACCELERATING/ACCUMULATING

Students may undertake a Preliminary course/s in advance of their usual cohort. Decisions regarding acceleration of a Preliminary student will be made by the principal within NESAs requirements. Acceleration must be based on the principle of satisfactory course completion with full access to the entire curriculum, not omission of work simply to promote completion. An individual learning plan should be created to clearly illustrate the expectations of all the participants in the acceleration process. This will also include a clear expectation on assessment task completion to ensure the integrity of the assessment process.

Students are able to accumulate over a period of 5 years. An accumulating pattern will lead to a minimized timetable which should be discussed with the Deputy Principal or Principal. Special attendance arrangements can be negotiated to take into account the student only completing a part program each year.

Students accumulating cannot use a major work or project that was entered and marked in a previous year, without the special permission of NESAs. If approval is given by NESAs, the student must add substantially to the major work or project.

TRANSITION EDUCATION PROGRAM

These students will have specially negotiated programs. They may study a full pattern of Life Skills Courses or a mixture of Life Skills Course and mainstream courses. They may also be involved in work placement if they select a VET course. Transition students may negotiate a pattern of study that includes a mixture of school based subjects and regular work experience. Transition students will not be eligible for the HSC but will receive a Record of Achievement of any Board Developed Courses studied and a Record of Achievement for Life skills Courses.

The Individual Transition Planning Process

Schools will negotiate with the parents and student concerned about whether to enrol individual students in a special program of study for Stage 6. The process must address how the special program of study and attainment of the Higher School Certificate will contribute to the student's transition from school to adult life.

Transition planning is supported by an extensive body of research that show that students with disabilities experience particular difficulties in their transition from school to adult life. It points to the benefits of addressing these difficulties through a process of collaborative, ongoing planning involving the student and all those concerned with the student's welfare.

The aim of transition planning is to prepare student with special education needs for their adult life. The outcomes are increased opportunities for students to gather information, access support and develop decision-making skills, as well as opportunities for students to access recognised curriculum that is appropriate to their needs and which facilitates life-long learning.

Transition planning documentation

The completion of transition planning process for each student is a condition of access to a special program of study involving Life Skills courses for Stage 6.

Schools **do not** need to forward transition planning documentation to NESAs.

The transition planning documentation of any individual student should show evidence of:

- involvement of the student, parent(s) and the Learning Support coordinator
- clear directions and goals for the student's studies
- identification of relevant settings and strategies
- resource requirement (across home, school and community settings as appropriate)
- strategies for monitoring progress
- clearly defined time frames

The documentation should show that the planned learning experiences and teaching activities are;

- appropriate to the chronological age of the student
- appropriate to the cognitive capabilities of the student
- functional and life skills oriented where appropriate
- developed across a range of settings
- planned collaboratively to meet present and future needs of the student

DISABILITY PROVISIONS

Disability provisions in the HSC are practical arrangements designed to help students who could not otherwise make a fair attempt to show what they know in an examination. The term disability in this context relates to any diagnosed health (sickness/disease), physical disability or mental health condition. Disability provisions can be accessed by students with a diagnosed long term disability or a diagnosed disability that has developed unexpectedly and close to examination time.

Disability provisions must be applied for through NESAs with the approval solely determined by NESAs once the application and supporting documentation is assessed.

The provisions granted are solely determined by how the student's examination performance is affected. Provisions may include braille papers, large-print papers, use of a reader and/or writer, extra time, medication management or rest breaks.

Disability provisions are coordinated through the Learning Support Team. If you believe that you will need to access the provisions you need to discuss this at school as NESAs have a specific application process that requires documentation and often specific testing before granting provisions to students.

'N' (UNSATISFACTORY) DETERMINATION

'N' determinations are issued for the non-completion of requirements in a course.

Schools issue warning letters to students who are in danger of not meeting course completion criteria. Warnings are given in time for the problem to be corrected and will provide advice about the consequences of an 'N' determination in a course.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising grades cannot be regarded as having satisfactorily completed the course. The principal will then issue an 'N' determination. All students who are issued with an 'N' determination have the right to appeal against the principal's determination.

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- a) followed the course developed or endorsed by the Board; and
- 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 of the outcomes.

Students will receive an official written warning from their teacher outlining how the student is not satisfying course requirements, how the student can redeem/redress the concerns and the timeframe in which they have to do this.

If the student does not redeem/redress the concerns outlined in the first warning letter a second letter will be issued. It is expected that at this stage direct contact by the teacher or Head Teacher with home would have been made.

The Principal can determine after two warning letters dependent upon what the letters are outlining as concerns that the student has not satisfactorily completed the course and inform NESAs that the student will be issued with a non-award in that subject.

Students have the right to appeal this decision with the Principal and ultimately NESAs if they feel that the correct process has not been followed in delivering this decision.

Where a student does not satisfactorily complete a course in Stage 6 it will impact on the student's achievement of a Preliminary RoSA or their HSC dependent upon which part of the course they have not been deemed to have completed. If a student receives an "N" award in the Preliminary Course they will not be eligible to move into the HSC Course for that subject.

POST COMPULSORY STUDENTS (STUDENTS WHO ARE 17 YEARS OR OLDER)

Students who are 17 years or older are considered post compulsory school students. The school expects these students to exhibit exemplary behaviour and work ethic thus being role models for younger students.

Students once they turn 17 may leave school and commence their post school life without having employment or post school education organised or in place. The school will encourage all students to complete their HSC as post school prospects significantly increase with a greater education background. However, the school will not tolerate post compulsory students behaving in a manner that is disruptive or simply does not reflect the work ethic that is deemed appropriate.

Post compulsory students will be expelled if they do not show themselves to be serious about their time at school. The expulsion process involves two letters of warning which will give the student time to redeem the issues raised and an ability to appeal any decision made by the Principal.

Expulsion will come about where a student has failed to apply themselves with diligence and sustained effort to set tasks and experiences and the lack of application is impacting on the good order of the school and learning of other students.



ASSESSMENT SCHEDULE

DRAMA

STAGE 6 2024

The following assessment schedule is applicable to all students studying **DRAMA** 2023-2024.

Assessment guidelines and components from NESA	Preliminary	HSC
Making	40%	40%
Performing	30%	30%
Critically Studying	30%	30%

Assessment Matrix/Weightings

Preliminary Semester			<i>Report Outcome 1:</i> Making	<i>Report Outcome 2:</i> Performing	<i>Report Outcome 3:</i> Critically Studying
			40%	30%	30%
			P1.1, P1.2, P1.3, P1.4, P1.5, P1.6	P2.1, P2.2, P2.3, P2.4	P3.1, P3.2, P3.3
Task 1: Mini IP/Submitted Project P1.3, P2.2, P3.1, P3.2, P3.3	30%	Out: T4 Wk6 In: T4 Wk9	15	10	5
Task 2: Group Rehearsal & Logbook P1.1, P 1.2, P1.4, P1.5, P1.6, P2.1, P3.1	35%	Out: T4 Wk6 In: T1 Wk3	15	10	10
Task 3: Performance & In-Class Essay P1.3, P2.2, P2.3, P2.4, P3.3	35%	Out: T4 Wk6 In: T1 Wk9	10	10	15
HSC Semester			<i>Report Outcome 1:</i> Making	<i>Report Outcome 2:</i> Performing	<i>Report Outcome 3:</i> Critically Studying
			40%	30%	30%
			H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7	H2.1, H2.2, H2.3	H3.1, H3.2, H3.3
Task 1: Contemporary Australian Theatre Practice H1.1, H1.2, H 2.1, H2.2, H3.2, H3.3	20%	Out: T2 Wk1 In: T2 Wk5	10	5	5
Task 2: Multi-Disciplinary Theatre H1.3, H1.4, H1.5, H2.3, H3.1, H3.2	20%	Out: T2 Wk6 In: T2 Wk10	10	5	5
Task 3: IP/GP Showcase H1.4, H 1.6, H 1.7, H2.1, H2.2	40%	Out: T2 Wk1 In: T3 Wk3	20	20	-
Task 4: Trial Examination H3.1 H3.2 H3.3	20%	Out: T3 Wk4 In: T3 Wk6	-	-	20



ASSESSMENT SCHEDULE

ENGLISH ADVANCED

STAGE 6 2024

The following assessment schedule is applicable to all students studying **ENGLISH ADVANCED 2023-2024**.

Assessment guidelines and components from NESA		Preliminary	HSC
Knowledge and understanding of course content	(K)	50%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	(S)	50%	50%

Assessment Matrix/Weightings

Preliminary Semester			Report Outcome 1: Communicate through speaking, listening, reading, writing, viewing & representing	Report Outcome 2: Use language to shape & make meaning according to purpose, audience & context	Report Outcome 3: Think in ways that are imaginative, creative, interpretive & critical	Report Outcome 4: Express themselves & their relationships with others & their world	Report Outcome 5: Learn & reflect on their learning through their study of English
			30%	20%	20%	20%	10%
			EA11-1 (S), EA11-2 (K&S)	EA11-3 (K), EA11-4 (S)	EA11-5 (S), EA11-6 (K)	EA11-7(K), EA11-8 (K)	EA11-9 (S)
Task 1: Portfolio EA11-2, EA11-3, EA11-5, EA11-8, EA11-9	35%	Out: T4 Wk6 In: T1 Wk1	10	10	5	5	5
Task 2: Multimodal Task EA11-2, EA11-4, EA11-6, EA11-7, EA11-9	35%	Out: T1 Wk2 In: T1 Wk6	10	5	10	5	5
Task 3: Essay EA11-1, EA11-4, EA11-5, EA11-7, EA11-8	30%	Out: T1 Wk6 In: T1 Wk10	10	5	5	10	-
HSC Semester			Report Outcome 1: Communicate through speaking, listening, reading, writing, viewing & representing	Report Outcome 2: Use language to shape & make meaning according to purpose, audience & context	Report Outcome 3: Think in ways that are imaginative, creative, interpretive & critical	Report Outcome 4: Express themselves & their relationships with others & their world	Report Outcome 5: Learn & reflect on their learning through their study of English
			30%	20%	20%	20%	10%
			EA12-1 (S), EA12-2 (K&S)	EA12-3 (K), EA12-4 (S)	EA12-5 (S), EA12-6 (K)	EA12-7 (K), EA12-8 (K)	EA12-9 (S)
Task 1: Essay EA12-1, EA12-2, EA12-3, EA12-6, EA12-7	25%	Out: T2 Wk1 In: T2 Wk5	10	5	5	5	-
Task 2: Portfolio EA12-2, EA12-4, EA12-5, EA12-7, EA12-9	30%	Out: T2 Wk5 In: T3 Wk4	10	5	5	5	5
Task 3: Multimodal Task EA12-2, EA12-4, EA12-6, EA12-8, EA12-9	25%	Out: T2 Wk7 In: T3 Wk1	5	5	5	5	5
Task 4: Trial Examination EA12-1, EA12-3, EA12-5, EA12-8	20%	Out: T3 Wk4 In: T3 Wk6	5	5	5	5	-



ASSESSMENT SCHEDULE

ENGLISH STANDARD

STAGE 6 2024

The following assessment schedule is applicable to all students studying **ENGLISH STANDARD 2023-2024**.

Assessment guidelines and components from NESA		Preliminary	HSC
Knowledge and understanding of course content	(K)	50%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	(S)	50%	50%

Assessment Matrix/Weightings

Preliminary Semester			Report Outcome 1: Communicate through speaking, listening, reading, writing, viewing & representing	Report Outcome 2: Use language to shape & make meaning according to purpose, audience & context	Report Outcome 3: Think in ways that are imaginative, creative, interpretive & critical	Report Outcome 4: Express themselves & their relationships with others & their world	Report Outcome 5: Learn & reflect on their learning through their study of English
			30%	20%	20%	20%	10%
			EN11-1 (S), EN11-2 (K&S)	EN11-3 (K), EN11-4 (S)	EN11-5 (S), EN11-6 (K)	EN11-7(K), EN11-8 (K)	EN11-9 (S)
Task 1: Portfolio EN11-2, EN11-3, EN11-5, EN11-7, EN11-9	35%	Out: T4 Wk6 In: T1 Wk1	10	10	5	5	5
Task 2: Essay EN11-1, EN11-4, EN11-5, EN11-8	30%	Out: T1 Wk2 In: T1 Wk6	10	5	5	10	-
Task 3: Multimodal Task EN11-2, EN11-4, EN11-6, EN11-7, EN11-9	35%	Out: T1 Wk6 In: T1 Wk10	10	5	10	5	5
HSC Semester			Report Outcome 1: Communicate through speaking, listening, reading, writing, viewing & representing	Report Outcome 2: Use language to shape & make meaning according to purpose, audience & context	Report Outcome 3: Think in ways that are imaginative, creative, interpretive & critical	Report Outcome 4: Express themselves & their relationships with others & their world	Report Outcome 5: Learn & reflect on their learning through their study of English
			30%	20%	20%	20%	10%
			EN12-1 (S), EN12-2 (K&S)	EN12-3 (K), EN12-4 (S)	EN12-5 (S), EN12-6 (K)	EN12-7 (K), EN12-8 (K)	EN12-9 (S)
Task 1: Essay EN12-1, EN12-2, EN12-3, EN12-6, EN12-7	25%	Out: T2 Wk1 In: T2 Wk5	10	5	5	5	-
Task 2: Portfolio EN12-2, EN12-4, EN12-5, EN12-7, EN12-9	25%	Out: T2 Wk5 In: T3 Wk4	5	5	5	5	5
Task 3: Multimodal Task EN12-2, EN12-4, EN12-6, EN12-8, EN12-9	30%	Out: T2 Wk7 In: T3 Wk1	10	5	5	5	5
Task 4: Trial Examination EN12-1, EN12-3, EN12-5, EN12-8	20%	Out: T3 Wk4 In: T3 Wk6	5	5	5	5	-



ASSESSMENT SCHEDULE

ENGLISH STUDIES

STAGE 6 2024

The following assessment schedule is applicable to all students studying **ENGLISH STUDIES 2023-2024**.

Assessment guidelines and components from NESAs		Preliminary	HSC
Knowledge and understanding of course content	(K)	50%	50%
Skills in:	(S)	50%	50%
<ul style="list-style-type: none"> Comprehending texts Communicating ideas Using language accurately, appropriately and effectively. 			

Assessment Matrix/Weightings

Preliminary Semester			Report Outcome 1: Communicate through speaking, listening, reading, writing, viewing, and representing	Report Outcome 2: Use language to shape and make meaning according to purpose, audience and context	Report Outcome 3: Think in ways that are imaginative, creative, interpretive and critical	Report Outcome 4: Express themselves and their relationships with others and their world	Report Outcome 5: Learn and reflect on their learning through their study of English
			40%	20%	20%	10%	10%
			ES11-1(K), ES11-2(K), ES11-3(S), ES11-4(S)	ES11-5(K), ES11-6(S)	ES11-7(S), ES11-8(K)	ES11-9(K)	ES11-10(S)
Task 1: Written Task and Interview ES11-1, ES11-3, ES11-5, ES11-10	30%	Out: T4 Wk6 In: T4 Wk10	15	10	-	-	5
Task 2: Multimodal Task ES11-2, ES11-4, ES11-7, ES11-8, ES11-10	30%	Out: T1 Wk1 In: T1 Wk5	15	-	10	-	5
Task 3: Collection of Classwork ES11-1, ES11-4, ES11-5, ES11-6, ES11-7, ES11-8, ES11-9	40%	Out: T4 Wk7 In: T1 Wk8	10	10	10	10	-
HSC Semester			Report Outcome 1: Communicate through speaking, listening, reading, writing, viewing, and representing	Report Outcome 2: Use language to shape and make meaning according to purpose, audience and context	Report Outcome 3: Think in ways that are imaginative, creative, interpretive and critical	Report Outcome 4: Express themselves and their relationships with others and their world	Report Outcome 5: Learn and reflect on their learning through their study of English
			40%	20%	20%	10%	10%
			ES12-1(K), ES12-2(K), ES12-3(S), ES12-4(S)	ES12-5 (K), ES12-6 (S)	ES12-7 (S), ES12-8 (K)	ES12-9 (K)	ES12-10 (S)
Task 1: Structured Essay ES12-1, ES12-3, ES12-4, ES12-7, ES12-8, ES12-9	30%	Out: T2 Wk1 In: T2 Wk5	15	-	10	-	5
Task 2: Multimodal Review ES12-2, ES12-4, ES12-6, ES12-7, ES12-8	25%	Out: T2 Wk6 In: T2 Wk10	10	5	10	-	-
Task 3: Collection of Classwork ES12-1, ES12-4, ES12-5, ES12-6, ES12-9	30%	Out: T2 Wk1 In: T3 Wk4	10	10	-	10	-
Task 4: Trial Examination ES12-3, ES12-5, ES12-10	15%	Out: T3 Wk4 In: T3 Wk6	5	5	-	-	5



ASSESSMENT SCHEDULE

Investigating Science

STAGE 6 YEAR 2024

The following assessment schedule is applicable to all students studying **Investigating Science** 2023-2024.

Assessment guidelines and components from NESA	Weighting Preliminary Phase	Weighting HSC Phase
<i>Know and Apply</i>	40%	40%
<i>Skills in Planning and conducting</i>	25%	25%
<i>Skills in Analysing, solving and communicating</i>	35%	35%

Assessment Matrix/Weightings

Preliminary Semester			<i>Report Outcome 1: Know and Apply</i>	<i>Report Outcome 2: Plan and Conduct</i>	<i>Report Outcome 3: Analyse, Solve and Communicate</i>
			40 %	25%	35%
			<i>INS11-8, INS11-9, INS11-10, INS11-11</i>	<i>INS11-1, INS11-2, INS11-3</i>	<i>INS11-4, INS11-5, INS11-6, INS11-7</i>
Task 1: Secondary Research Task INS 11- 8	25 %	Out: T4 Wk7 In: T4 Wk10	10	5	10
Task 2: Depth Study: Student Research Investigation INS11 - 1, INS11 - 7	40 %	Out: T1 Wk4 In T1 Wk7	10	15	15
Task 3: Preliminary Examination INS11 - 8 , INS11-9, INS11-10, INS11-11	35 %	Out: T1 Wk8 In: T1 Wk10	20	5	10
HSC Semester			<i>Report Outcome 1: Know and Apply</i>	<i>Report Outcome 2: Plan and Conduct</i>	<i>Report Outcome 3: Analyse, Solve and Communicate</i>
			40%	25%	35%
			<i>INS12-12, INS 12-13, INS12-14, INS12-15</i>	<i>INS12-1, INS12-2, INS12-3</i>	<i>INS12-4, INS12-5, INS12-6, INS12-7</i>
Task 1: Depth Study: First-hand Investigation INS12-12, INS12-2, INS12-4, INS12-7	40%	Out: T2 Wk1 In: T2 Wk6	10	15	15
Task 2: Research Task INS12-1, INS12-3,INS12-4, INS12-5, INS12- 7, INS12-14, INS12 -15	30%	Out: T2 Wk8 In: T3 Wk2	15	5	10
Task 3: Trial Examination INS12-15, INS 12-13	30%	Out: T3 Wk4 In: T3 Wk6	15	5	10



ASSESSMENT SCHEDULE

LEGAL STUDIES

STAGE 6 YEAR 2024

The following assessment schedule is applicable to all students studying **LEGAL STUDIES** 2023-2024.

Assessment guidelines and components from NESA	Preliminary	HSC
Knowledge and Understanding of Course Content	40%	40%
Analysis and Evaluation	20%	20%
Inquiry and Research	20%	20%
Communication of Legal Information, Ideas and Issues in Appropriate Forms	20%	20%

Assessment Matrix/Weightings

Preliminary Semester			<i>Report Outcome 1:</i> Knowledge and Understanding of Course Content	<i>Report Outcome 2:</i> Analysis and Evaluation	<i>Report Outcome 3:</i> Inquiry and Research	<i>Report Outcome 4:</i> Communication of Legal Information, Ideas and Issues in Appropriate Forms
			40%	20%	20%	20%
			<i>P1, P2, P3, P5</i>	<i>P4, P6, P7</i>	<i>P8</i>	<i>P9, P10</i>
Task 1: Topic Test P1, P2, P3, P5, P10	25%	Out: T4 Wk8 In: T4 Wk10	20	-	-	5
Task 2: Essay P4, P7, P8, P9	35%	Out: T1 Wk4 In: T1 Wk6	-	10	20	5
Task 3: Preliminary Exam P1, P2, P3, P4, P5, P6, P7, P9, P10	40%	Out: T1 Wk8 In: T1 Wk10	20	10	-	10
HSC Semester			<i>Report Outcome 1:</i> Knowledge and Understanding of Course Content	<i>Report Outcome 2:</i> Analysis and Evaluation	<i>Report Outcome 3:</i> Inquiry and Research	<i>Report Outcome 4:</i> Communication of Legal Information, Ideas and Issues in Appropriate Forms
			40%	20%	20%	20%
			<i>H1, H2, H3, H5</i>	<i>H4, H6, H7</i>	<i>H8</i>	<i>H9, H10</i>
Task 1: Topic Test H2, H3, H5, H6	25%	Out: T2 Wk4 In: T2 Wk6	15	10	-	-
Task 2: Essay H7, H8, H9	25%	Out: T2 Wk8 In: T2 Wk10	-	5	15	5
Task 3: Topic Test H1, H2, H8, H10	25%	Out: T3 Wk2 In: T3 Wk4	15	-	5	5
Task 4: Trial Exam H1, H2, H3, H4, H5, H6, H7, H9, H10	25%	Out: T3 Wk4 In: T3 Wk6	10	5	-	10



ASSESSMENT SCHEDULE

Mathematics Advanced

STAGE 6 YEAR 2024

The following assessment schedule is applicable to all students studying **Mathematics Advanced 2023-2024**.

Assessment guidelines and components from NESA	Weighting Preliminary Phase	Weighting HSC Phase
Understanding, fluency and communication	50%	50%
Problem solving, reasoning and justification	50%	50%

Assessment Matrix/Weightings

Preliminary Semester			<i>Report Outcome 1:</i> Understanding, fluency and communication	<i>Report Outcome 2:</i> Problem solving, reasoning and justification
			50%	50%
			<i>MA11-1, MA11-3, MA11-4, MA11-5, MA11-6, MA11-8, MA11-9</i>	<i>MA11-1, MA11-2, MA11-3, MA11-5, MA11-6, MA11-7</i>
Task 1: In-class Task MA11-1, MA11-2, MA11-8, MA11-9	30 %	Out: Term 4 Week 8 In: Term 4 Week 10	15%	15%
Task 2: Assignment MA11-1, MA11-5, MA11-8, MA11-9	30 %	Out: Term 1 Week 4 In: Term 1 Week 6	15%	15%
Task 3: Preliminary Final MA11-1 – MA11-9	40 %	Out: Term 1 Week 7 In: Term 1 Week 9	20%	20%
HSC Semester			<i>Report Outcome 1:</i> Understanding, fluency and communication	<i>Report Outcome 2:</i> Problem solving, reasoning and justification
			50%	50%
			<i>MA12-1, MA12-2, MA12-5, MA12-6, MA12-7, MA12-9, MA12-10</i>	<i>MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8</i>
Task 1: Assignment + In-class Task MA12-1, MA12-5, MA12-9, MA12-10	30 %	Out: Term 2 Week 6 In: Term 2 Week 8	15%	15%
Task 2: In-class Task MA12-3, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	40 %	Out: Term 3 Week 2 In: Term 3 Week 4	20%	20%
Task 3: Trial HSC MA12-1 - MA12-10	30 %	Out: Term 3 Week 4 In: Term 3 Week 6	15%	15%



ASSESSMENT SCHEDULE

MATHEMATICS STANDARD 2

STAGE 6 2024

The following assessment schedule is applicable to all students studying **Mathematics** 2023-2024.

Assessment guidelines and components from NESAs	Weighting Preliminary Phase	Weighting HSC Phase
Understanding, fluency and communication	50%	50%
Problem solving, reasoning and justification	50%	50%

Assessment Matrix/Weightings

Preliminary Semester			<i>Report Outcome 1: Understanding, fluency and communication</i>	<i>Report Outcome 2: Problem solving, reasoning and justification</i>
			50%	50%
			MS11-1, MS11-2, MS11-9, MS11-10	MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8
Task 1: In-class Task MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	30%	Out: T4 Wk8 In: T4 Wk10	10%	20%
Task 2: Assignment MS11-3, MS11-4, MS11-9, MS11-10	30%	Out: T1 Wk2 In: T1 Wk4	15%	15%
Task 3: Preliminary Final MS11-1 – MS11-10	40%	Out: T1 Wk7 In: T1 Wk9	25%	15%
HSC Semester			<i>Report Outcome 1: Understanding, fluency and communication</i>	<i>Report Outcome 2: Problem solving, reasoning and justification</i>
			50%	50%
			MS2-12-1, MS2-12-2, MS2-12-9, MS2-12-10	MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8
Task 1: In-class Task MS2-12-5, MS2-12-9, MS2-12-10	40%	Out: T2 Wk4 In: T2 Wk6	30%	10%
Task 2: Assignment MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10	30%	Out: T3 Wk3 In: T3 Wk5	10%	20%
Task 3: HSC Trial MS2-12-1 – MS2-12-10	30%	Out: T3 Wk4 In: T3 Wk6	10%	20%



ASSESSMENT SCHEDULE

PDHPE

STAGE 6 YEAR 2024

The following assessment schedule is applicable to all students studying **PDHPE 2023-2024**.

Assessment guidelines and components from NESA	Weighting
<i>Knowledge and understanding of course content</i>	40%
<i>Skills in critical thinking, research, analysis and communicating</i>	60%

Assessment Matrix/Weightings

Preliminary Semester			<i>Report Outcome 1: Knowledge and understanding of course content</i> 40%	<i>Report Outcome 2 : Skills in critical thinking, research, analysis and communicating</i> 60%
			<i>P1, P2, P3, P7, P8, P9</i>	<i>P4, P5, P6, P10, P11, P12, P13, P14, P15, P16, P17</i>
Task 1: Research Task P1, P2, P3, P4, P5, P6, P7, P8, P9, P11,	30%	Out: Term 4 Week 9 In: Term 1 Week 2	10%	20%
Task 2: Research Task P5, P6, P10, P12, P15, P16, P17	30%	Out: Term 1 Week 4 In: Term 1 Week 7	10%	20%
Task 3: Examination P1 – P17	40%	Out: Term 1 Week 8 In: Term 1 Week 10	20%	20%
HSC Semester			<i>Report Outcome 1: Knowledge and understanding of course content</i> 40%	<i>Report Outcome 2: Skills in critical thinking, research, analysis and communicating</i> 60%
			<i>H1, H2, H3, H7, H8, H9</i>	<i>H4, H5, H6, H10, H11, H12, H13, H14, H15, H16, H17</i>
Task 1: Research Task H1, H2, H3, H4, H5, H13, H14, H15, H16	35%	Out: Term 2 Week 5 In: Term 2 Week 8	15%	20%
Task 2: In-class Task H1, H2, H3, H4, H5, H7, H8, H9, H10, H16, H17	35%	Out: Term 3 Week 1 In: Term 3 Week 4	15%	20%
Task 3: Trial HSC H1 – H17	30%	Out: Term 3 Week 4 In: Term 3 Week 6	10%	20%



ASSESSMENT SCHEDULE

SPORT, LIFESTYLE AND RECREATION

STAGE 6 2024

The following assessment schedule is applicable to all students studying **SLR** 2023-2024.

Assessment guidelines and components from NESAs	Weighting Year 9/10
<i>Knowledge, understanding and skills</i>	50%
<i>Values and attitudes</i>	50%

Assessment Matrix/Weightings

Preliminary Semester			<i>Report Outcome 1: Knowledge and Understanding</i>	<i>Report Outcome 2: Skills</i>
			50%	50%
			1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 5.1	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 5.2, 5.3, 5.4, 5.5
Task 1: Research Task 1.3, 2.5, 3.1, 3.6, 4.5, 5.1	35%	Out: T4 Wk9 In: T1 Wk2	15%	20%
Task 2: Report 1.1, 1.3, 2.3, 4.2, 4.4, 5.3	35%	Out: T1 Wk4 In: T1 Wk7	15%	20%
Task 3: Examination 1.4, 2.2, 2.5, 5.1, 3.5, 3.6, 4.5, 5.1, 5.3	30%	Out: T1 Wk7 In: T1 Wk9	20%	10%
HSC Semester			<i>Report Outcome 1: Knowledge and Understanding</i>	<i>Report Outcome 2: Skills</i>
			50%	50%
			1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 5.1	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 5.2, 5.3, 5.4, 5.5
Task 1: Research Task 1.1, 1.3, 2.1, 2.2	35%	Out: T2 Wk3 In: T2 Wk5	25%	10%
Task 2: Practical Task and Demonstration 3.1, 3.3, 4.1, 4.2, 5.2, 5.3, 5.4, 5.5	35%	Out: T2 Wk8 In: T3 Wk2		35%
Task 3: Examination 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 4.5, 5.1	30%	Out: T3 Wk5 In: T3 Wk7	25%	5%



ASSESSMENT SCHEDULE

Visual Design

STAGE 6 YEAR 2024

The following assessment schedule is applicable to all students studying **Visual Design 2023-2024**.

Assessment guidelines and components from NESA	Weighting Preliminary Phase	Weighting HSC Phase
Making Students will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment.	70	70
Critical and historical studies Students will develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.	30	30
Work Health and Safety Students develop a positive attitude towards a safe and professional practice in any of the fields of graphic design, wearable design, product design and interior/exterior design	integrated	integrated

Assessment Matrix/Weightings

Preliminary Semester			Report Outcome 1: Making	Report Outcome 2 : Critical and Historical Studies
			70 %	30%
			M1 - 6	Ch1 - 5
Task 1: Graphic design - Publications/Logo GD1	30 %	Out Wk 6 Tm 4: In: Week 10 Tm 4	20	10
Task 2: Graphic design - Illustration/Cartooning GD2,	35 %	Out: Wk 1 Tm 1 In: Week 6 Tm 1	25	10
Task 3: Wearable design - Clothing and Jewellery WD1, WD2, WD3	35 %	Out: Wk 7 Tm 1 In: Week 10 Tm 1	25	10
HSC Semester			Report Outcome 1: Making	Report Outcome 2 : Critical and Historical Studies
			70 %	30%
			M1 - 6	Ch1 - 5
Task 1: Interactive and Multimedia - video/web GD3	25 %	Out Wk 2 Tm 2: In: Week 6 Tm 2	15	10
Task 2: Interior Design-event IED3	30 %	Out Week 7 Tm 2: In: Week 2 Tm 3:	20	10
Task 3: Individual or Collaborative Project GM	45 %	Out Wk 4 Tm 3: In: Week 7 Tm 3:	35	10



PUBLIC SCHOOLS NSW - WAGGA WAGGA RTO 90333

Vocational Education and Training Courses

Please read the Student Guide which is distributed to students at induction and Frequently Asked Questions Guide for detailed information regarding VET training.

A copy of the frequently asked questions is contained at the end of this booklet.

School Name: Oberon High School

Assessment Schedule Preliminary Component

Assessment Events		Task 1	Task 2	Task 3	Task 4	Preliminary 1/2 Year Exam**	Preliminary Yearly Exam**
		Week TBA depending on school delivery Term Date	Week Term 1 Date	Week Term 2 Date	Week Term 3 Date:	Week Term Date	Week Term Date
Code	Unit of Competency						
CPCWHS1001	Prepare to work safely in the construction industry	X					
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry		X				
CPCCCM1011 CPCCOM1015	Undertake basic estimation and costing Carry out measurements and calculations			X			
CPCCOM2001 CPCCOM1013	Read and interpret plans and specifications Plan and organise work				X		

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate in Construction

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

* Selected units only to be confirmed by your teacher.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

School Name: Oberon High School

Assessment Schedule HSC Component

Assessment Events (Remove Task 5 Options not being delivered – refer to TAS)		Task 5	Task 6	Task 7	½ yearly Exam**	Trial Exam**
		Week	Week	Week	Week	Week
		Term 4	Term 2	Term 3	Term	Term
		Date:	Date:	Date:	Date:	Date:
Code	Unit of Competency					
CPCCB2001 CPCCB2002	Handle and prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment	X				
CPCCF2002 CPCCF2013	Use wall and floor tiling tools and equipment Undertake basic installation of wall tiles	X				
CPCFJ2001 CPCFJ3004	Assemble components Manufacture and assemble joinery components	X				
CPCCA2002 CPCCM2005 CPCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials		X			
CPCVE1011 CPCOM1012	Undertake a basic construction project Work effectively and sustainably in the construction industry			X		

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate in Construction

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

* Selected units only to be confirmed by your teacher.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

School Name: Oberon High School
Assessment Schedule Preliminary 2023-24

Assessment Tasks for SIT20421 Certificate II in Cookery Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1	
		Weeks	Week
		Term 2	Term
		Dates	Date
Code	Unit of Competency		
SITXFSA005	Use hygienic practices for food safety	X	
SITXWHS005	Participate in safe work practices	X	
SITXFSA006	Participate in safe food handling practices	X	
SITHCCC025	Prepare and present sandwiches	X	
SITXCOM007	Show social and cultural sensitivity	X	
SITXCCS011	Interact with customers	X	

Depending on the achievement of units of competency, the possible qualification outcome is a **Statement of Attainment towards SIT20421 Certificate II in Cookery**.

The exam Tasks will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

*** Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

School Name: Oberon High School

Assessment Schedule HSC 2024

Assessment Tasks for SIT20421 Certificate II in Cookery Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 2	Task 3	Task 4	Task 5	½ yearly Exam** (Optional)	Trial Exam**
		Week	Week	Week	Week	Week	Week
		Term 4	Term 4	Term 1	Term 3	Term	Term
		Date:	Date:	Date:	Date:	Date:	Date:
Code	Unit of Competency						
SITHKOP009	Clean kitchen premises and equipment	X					
SITXINV006	Receive, store and maintain stock	X					
SITHCCC026	Package prepared foodstuffs		X				
SITHCCC023	Use food preparation equipment			X			
SITHCCC024	Prepare and present simple dishes			X			
SITHCCC027	Prepare dishes using basic methods of cookery				X		
SITHCCC034	Work effectively in a commercial kitchen				X		

Depending on the achievement of units of competency, the possible qualification outcome is **SIT20421 Certificate II in Cookery**

The exam Tasks will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

*** Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

Assessment Summary for AHC21216 Certificate II in Rural Operations

Requirements for HSC purposes			Dates			
Work Placement (compulsory for the HSC) 70 hours in total			Term 1 2024 and Term 2 2024			
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.			Week 6 Term 3 2024 – 29-30/8/2024			
Assessment Plan			Evidence Collection			HSC
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory/Stream
Cluster 1	AHCWHS201	Participate in work health and safety processes	X	X	X	Mandatory
Cluster 2	AHCWRK204	Work effectively in the industry	X		X	Mandatory
Cluster 2	AHCWRK209	Participate in environmentally sustainable work practices	X	X	X	Mandatory
Cluster 3	AHCWRK201	Observe and report on weather	X	X	X	Mandatory
Cluster 4	AHCCHM201	Apply chemicals under supervision	X	X	X	Mandatory
Cluster 4	AHCPMG201	Treat weeds	X	X	X	
Cluster 5	AHCLSK202	Care for health and welfare of livestock	X	X	X	Stream
Cluster 5	AHCLSK205	Handle livestock using basic techniques	X	X	X	
Cluster 5	AHCLSK206	Identify and mark livestock	X		X	
Cluster 7	AHCMMOM202	Operate tractors	X	X	X	
Cluster 7	AHCMMOM304	Operate machinery and equipment	X	X	X	
Cluster 9	AHCINF202	Install, maintain, and repair farm fencing	X	X	X	
Cluster 9	AHCINF201	Carry out basic electric fencing operations	X	X	X	
Cluster 10	AHCNSY207	Undertake propagation activities	X	X	X	
Cluster 10	AHCNSY205	Pot up plants	X	X	X	
Cluster 10	AHC SOL203	Assist with the soil growing media sampling and testing	X	X	X	
Cluster 12	AHC BIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity	X	X	X	

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the AHC21216 Certificate II in Rural Operations. The Statement of Attainment towards AHC21216 Certificate II in Rural Operations will only be the possible AQF outcome if at least one UoC has been achieved.

FREQUENTLY ASKED QUESTIONS

WHAT DOES VET MEAN?

VET means Vocational Education and Training. HSC VET courses are Higher School Certificate (HSC) courses for students which allow students to gain an HSC and an AQF credential at the same time. School, EVET and other private providers deliver VET courses.

WHAT IS THE DIFFERENCE BETWEEN VET COURSES AND OTHER HSC COURSES?

- VET courses can deliver dual accreditation, meaning a VET course can give an Australian Qualification Framework (AQF) qualification in addition to units of study counting towards the HSC.
- Training and assessment focuses on skills and is *competency based*.
- In some VET courses work placement is compulsory such as in Business Services, Construction, Entertainment, Hospitality, Information and Digital Technology, Metal and Engineering, Primary Industries and Retail.

WHAT IS REPORTED ON THE HSC?

All VET courses are recorded on the HSC. As well as an HSC, students receive either an Australian Qualification Framework (AQF) credential or a Statement of Attainment towards an AQF credential with a transcript of the units of competency achieved. Units of competency are reported to NESA, who issue the credential on behalf of the RTO.

WHAT ARE COMPETENCIES?

A competency is the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance required in the workplace. Being assessed as competent means a student has demonstrated the level of work performance required by the industry.

HOW WILL YOU BE ASSESSED?

VET courses are competency based. This requires students to develop the competencies, skills, knowledge and attitude described by each unit of competency.

To be assessed as competent students must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required by that industry. Assessment may be through observation of tasks, examination of finished products, written tests or assignments and feedback from a workplace supervisor.

DO VET COURSES COUNT TOWARDS THE AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)?

All VET Industry Curriculum Framework Courses (ICF) are Board Developed Courses and may be used in the calculation of the ATAR as a Category B. Only one Category B course can be used in the calculation of the ATAR. In order for a VET course to count towards the ATAR, a student must study a 240 hour course and must sit a written examination for the HSC. All other VET courses are Board Endorsed and do not have an optional HSC examination and therefore cannot be used in the calculation of the ATAR.

WHAT IS THE AUSTRALIAN SKILLS QUALITY AUTHORITY (ASQA)?

The ASQA is the national VET regulator who monitors RTOs against the standards for all Registered Training Organisations. The VET Quality Framework broadly refers to national principles, standards for delivery and assessment of qualifications in VET. VET is delivered by Registered Training Organisations.

WHAT ARE AUSTRALIAN QUALIFICATION FRAMEWORK (AQF) QUALIFICATIONS?

VET qualifications are expressed as AQF levels. They are recognised Australia wide. Students may gain an AQF credential at either Certificate I or II and in some instances either part or all of Certificate III depending on the VET course they study and the units of competency achieved.

WHAT ARE INDUSTRY CURRICULUM FRAMEWORKS?

NESA has packaged VET courses from National Training Packages into courses and units of study for the Higher School Certificate. A student may do a 120-hour course, 240-hour course, and may also elect to do a 60 or 120-hour specialisation course if available at the school.

WHAT IS THE DIFFERENCE BETWEEN AN INDUSTRY CURRICULUM FRAMEWORK (ICF) COURSE AND A VET BOARD ENDORSED COURSE (VET BEC)?

ICF courses have a mandatory work placement component and an optional HSC examination that may contribute to the ATAR for admission to university, whereas a VET BEC course does not have these requirements. Both of these VET courses contribute to a students' HSC pattern of study and provide dual accreditation.

SPECIALISATION COURSES

Specialisation courses are 1 or 2 unit extensions to the 240 hour (2 units x two years or 4 units X 1 year) course that provide additional HSC units. Specialisation courses build upon the normal ICF course and deliver more training towards AQF qualification. They may be selected during the HSC year or studied concurrently with a 240 hour course. Additional work placement hours are generally required.

WHY IS WORK PLACEMENT COMPULSORY IN ICF COURSES?

Industry agrees workplace learning greatly enhances classroom training. Work placement takes about one third of course time, e.g. in a 240-hour course 70 hours is work placement (usually done as two one-week blocks). Part-time work may be used to claim Recognition of Prior Learning (RPL). Specialisation courses also have work placement requirements.

WHO DELIVERS VET TO STUDENTS?

Registered Training Organisations (RTO) have VET accredited trainers/assessors delivering and assessing VET qualifications.

WHAT IS RPL AND CREDIT TRANSFER?

Recognition of Prior Learning (RPL) and Credit Transfer allows students to seek recognition of their skills and knowledge gained prior to beginning a VET course as a result of work or life experience, part-time work and formal training. Speak to your trainer or the VET coordinator at your school to access application forms.

WHAT ARE SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS? (SBATS)

- School based apprenticeships and traineeships prepare students for a career in a particular industry, provide a training wage and skills training both on-the-job and off-the-job at school, EVET NSW or with a private training provider.
- Apprenticeships and/or Traineeships are available in a range of HSC VET courses, including all Industry Curriculum Frameworks.
- A school based traineeship is generally completed over two years while students are still at school as part of the HSC. Students may commence a SBAT in Year 10.

A school based apprenticeship is undertaken over 2 years part-time while students are still at school as part of the HSC, and then continue in a full-time apprenticeship post school.



STUDENT ASSESSMENT PLANNER

**Oberon High School
Higher School Certificate 2023/2024**

Year	Term	Week	Dates	Staff Development Days and Public Holidays
2023	Term begins 13 November 2023	6	13/11 – 17/11	
		7	20/11 - 24/11	
		8	27/11 – 1/12	
		9	4/12 – 8/12	
		10	11/12 – 15/12	
		11	18/12 – 19/12	Students Finish 15/12; 2 Staff Development Days 18/12 – 19/12
2024	Term Begins 30 January 2024	1	30/1 – 2/2	2 Staff Development Day 30/1 – 31/1 ; Students Return 1/2
		2	5/2 – 9/2	
		3	12/2 – 16/2	
		4	19/2 – 23/2	
		5	26/2 – 1/3	
		6	4/3 – 8/3	
		7	11/3 – 15/3	
		8	18/3 – 22/3	
		9	25/3 – 29/3	Public Holiday (Good Friday) 29/3
		10	1/4 – 5/4	End of Preliminary Course Examination Public Holiday (Easter Monday) 1/4
		11	8/4 - 12/4	
2024	Term Begins 29 April 2024	1	29/4 – 3/5	Staff Development Day 29/4 Students Return 30/4
		2	6/5 – 10/5	
		3	13/5 – 17/5	
		4	20/5 – 24/5	
		5	27/5 – 31/5	
		6	3/6 – 7/6	
		7	10/6 – 14/6	10/6 Public Holiday (June Long Weekend)
		8	17/6 – 21/6	
		9	24/6 – 28/6	
		10	1/7 – 5/7	
2024	Term Begins 22 July 2024	1	22/7 – 26/7	Staff Development Day 22/7 Students return 23/7
		2	29/7 – 2/8	
		3	5/8 – 9/8	
		4	12/8 – 16/8	
		5	19/8 – 23/8	
		6	26/8 – 30/8	
		7	2/9 – 6/9	Trial HSC Examination
		8	9/9 – 13/9	
		9	16/9 – 20/9	
		10	23/9 – 27/9	



STUDENT RECORD OF ASSESSMENT

Oberon High School

Students Name: _____

This page is included so that the student can keep a **record of assessment marks** in all Assessment Tasks and Examination throughout the year.

Assessment Task No	Course Studied							
	(Use one column for each subject including any additional extension courses)							
1								
2								
3								
4								
5								
6								

Students must note that raw marks are adjusted to take into account the weighting of the task as per the course assessment schedule.

Students must also not that school based assessment marks are moderated by the NESA against Higher School Certificate Examination marks for the group and will therefore be different on the Record of Achievement.

Students must also be aware that the calculation of a student's ATAR is carried out by the Universities Admission Centre and is processed independent of NESA.