

Oberon High School

Assessment Procedures

Stage 6

Senior College

Year 12

Higher School Certificate

2025



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INTRODUCTION

This Stage 6 Assessment Procedures document has been developed to comply with the New South Wales Educational Standards Authority (NESA) requirements. These procedures 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 (also termed Year 11 course in some syllabus) and an HSC course (also termed Year 12 course in some syllabus). The Preliminary course in a subject must be satisfactorily completed before a student can attempt the HSC course.

ASSESSMENT PRINCIPLES

Assessment is used to analyse and interpret the knowledge, understanding and skills that students demonstrate throughout the learning process. Assessment provides information about student learning and achievement at a point in time and the progress students have made.

Assessment involves:

- identifying where students are in their learning
- ongoing monitoring of student progress in relation to the syllabus
- providing feedback about student progress to determine the next steps in learning.

Inclusive assessment considers the following:

- How students engage:
 - developing accessible learning goals and criteria
 - integrating student choice, for example allowing students to choose topics or contexts in which they demonstrate learning
 - simulating real-life contexts that have explicit relevance to students.
- How information is presented and accessed, including:
 - resources and/or stimulus material that is presented across a range of modes and that include accessibility options
 - both digital and non-digital resources.
- How students respond:
 - using self-paced activities that support students to demonstrate learning without time constraints
 - providing opportunities for students to make choices about how they communicate their learning
 - providing opportunities to challenge and/or extend students within their level of understanding.

Adjustments for students with disability

It is a requirement under the Disability Standards for Education 2005 for schools to ensure that assessment tasks are accessible to students with disability. Some students with disability may require adjustments in order to access assessment activities and tasks and to demonstrate their learning. In some cases, this may mean providing an alternative assessment activity. Schools are responsible for any decisions made at school level to offer adjustments to assessment activities and tasks, including in-school tests. Decisions regarding adjustments should be made in the context of collaborative curriculum planning.

ASSESSMENT TASKS

Formative Assessment

Formative assessment is a process that involves the ongoing use of information about students' knowledge, understanding and skills to target teaching and address student learning needs. Formative assessment provides teachers and students with opportunities for feedback throughout teaching and learning and provides evidence about progress to inform the next steps in learning.

Summative Assessment

Summative assessment provides evidence of student learning to inform teacher judgements about achievement in relation to the syllabus, and performance standards. It occurs at specific points in time and may be used to report student achievement to students, parents, educators and the wider community.

Feedback

Feedback is any information that clarifies for students how their knowledge, understanding and skills are developing in relation to the syllabus outcomes and the content being taught. Feedback is an essential component of student learning. It can occur at any point in teaching and learning, can be formal or informal, and may be provided through both formative and summative assessment experiences. Feedback can enable students to recognise their strengths, areas for development, and how to make decisions with their teacher about the next steps in their learning. Teachers can use feedback to select and adapt strategies to meet students' needs.

Additionally, students may benefit from opportunities to reflect on their learning, self-assess, self-monitor, make judgements about their learning and provide feedback to their peers.

Types of feedback

The nature of the assessment activity and the context of the learning influences the type of feedback provided to students. Feedback can be formal or informal and may be provided in a range of ways, through both formative and summative experiences, and by teachers and/or peers.

Teachers may use the following types of feedback to clarify student understanding, provide information about their strengths and how to improve:

- verbal or written comments
- conversations about drafts and resubmissions
- collaborations that may include the use of online tools
- checklists and/or criteria
- symbols, keys or cues with a shared understanding of their meaning
- discussion of a range of student work samples and exemplars.

Reporting to parents and carers

Requirements for reporting to parents and carers on student progress and achievement are mandated by the Commonwealth Government and set out in regulation 59 of the [Australian Education Regulations 2023](#) (Cth). Schools and sectors determine how these requirements are implemented in their contexts.

One of the Commonwealth Government requirements for reporting to parents and carers in Years 1 to 10 is to use grades A, B, C, D and E or an equivalent 5-point scale for each subject studied. The NSW Common Grade Scale can be used to meet this reporting requirement.

A to E grades are not required for reporting on student achievement in relation to Life Skills outcomes.

NESA does not determine how schools report to parents and carers, however, there are specific requirements for reporting student achievement on NESA credentials for Years 10, 11 and 12. Stage 5 Course Performance Descriptors are to be used by teachers to determine grades at the end of Stage 5 courses. NESA provides a Common Grade Scale for Preliminary Courses that is used to report student achievement in Year 11 courses on NESA credentials. Requirements for reporting to NESA on HSC courses are provided with the relevant syllabuses.

Common grade scales

The common grade scales summarise the standard or quality of achievement associated with different grades or levels. The scales describe the knowledge, understanding and skills that students working at each grade typically demonstrate.

NESA has developed a Common Grade Scale for Years 1 to 10 and a Common Grade Scale for Preliminary courses that can be used to report student achievement using A to E grades. HSC Performance Band Descriptions relevant to each syllabus are used to report student achievement in year 12. A summary is provided below

Band 6 (90–100)

- demonstrates extensive knowledge and understanding of content
- displays comprehensive understanding of content, processes, concepts
- critically analyses, synthesises and interprets information
- demonstrates high-level competence in particular skills, processes
- demonstrates high-level skills in critical judgement, reasoning, prediction, inference, evaluation, problem-solving, interpretation
- demonstrates high-level skills in the use of appropriate technologies
- demonstrates outstanding performance and technique
- effectively communicates in a coherent, creative, succinct, logical, sophisticated manner with precision, originality or flair using terminology extensively and appropriately.

Band 5 (80–89)

- demonstrates thorough knowledge and understanding of content
- displays detailed understanding of content, processes, concepts
- analyses, synthesises and interprets information
- demonstrates competence in particular skills, processes
- demonstrates competent skills in critical judgement, reasoning, prediction, inference, evaluation, problem-solving, interpretation
- demonstrates competent skills in the use of appropriate technologies
- demonstrates accomplished performance and technique
- competently communicates in a coherent, creative, succinct, logical, sophisticated manner with control or originality using appropriate terminology.

Band 4 (70–79)

- demonstrates sound knowledge and understanding of content
- displays clear understanding of content, processes, concepts
- analyses and interprets information
- demonstrates ability in particular skills, processes
- demonstrates skills in critical judgement, reasoning, prediction, inference, evaluation, problem-solving, interpretation
- demonstrates skills in the use of appropriate technologies
- demonstrates sound performance and technique
- communicates in a creative, succinct, logical manner with coherence, control or originality using appropriate terminology.

Band 3 (60–69)

- demonstrates basic knowledge and understanding of content
- displays basic understanding of content, processes, concepts
- interprets information

- demonstrates basic ability in particular skills, processes
- demonstrates basic skills in judgement, reasoning, prediction, problem-solving, interpretation
- demonstrates basic skills in the use of appropriate technologies
- demonstrates basic performance and technique
- communicates with adequate control or originality using some appropriate terminology.

Band 2 (50–59)

- demonstrates elementary knowledge and understanding of content
- displays simple understanding of content, processes, concepts
- interprets information
- demonstrates elementary ability in particular skills, processes
- demonstrates elementary skills in argument and problem-solving
- demonstrates elementary skills in the use of appropriate technologies
- demonstrates elementary performance and technique
- demonstrates limited communication abilities.

Band 1 (0–49)

A mark in this band indicates that the student has achieved below the minimum standard expected.

INCLUSIVE ASSESSMENT

Approaches to assessment should be inclusive of all students. Assessment design should consider the ways students engage in the activity, how information is presented and accessed, and the different ways that students can demonstrate their understanding. Inclusive assessment means ensuring all students are able to demonstrate their learning.

DISABILITY PROVISIONS

Disability provisions provide students with practical support to access, read and respond to the HSC exams.

In providing disability provisions for the Higher School Certificate (HSC) exams, NESA and schools comply with the [Disability Discrimination Act 1992](#) (Commonwealth) (DDA) and the [Disability Standards for Education 2005](#), issued under the DDA.

Students doing their Higher School Certificate (HSC) may need disability provisions for:

- a permanent condition, such as cerebral palsy or vision impairment
- a temporary condition, such as a broken arm, or
- an intermittent condition, such as back pain when sitting for long periods.

Make contact with the Learning and Support Team to discuss Disability Provisions for school-based assessment and the HSC external examinations.

LIFE SKILLS

Stage 6 Life Skills courses provide course options for students with intellectual disability or imputed intellectual disability in Years 11–12 who cannot access related general education courses.

Students may study a combination of:

- a. Board Developed courses, including Life Skills courses, and/or
- b. Content Endorsed courses (CECs), and/or

- c. Board Endorsed courses (BECs).

A student studying a Stage 6 Life Skills course cannot return to studying the related general education course once a decision to study the Life Skills course has been made.

Students may enter an HSC Life Skills course if they have satisfactorily completed the requisite preceding Preliminary Life Skills course or equivalent.

Make contact with the Learning and Support Team to discuss Life Skills options.

POST COMPULSORY STUDENTS (STUDENTS 17YEARS 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.

Once students turn 17 years old they may leave school and comment their post-school life without having employment or post-school education organised.

Post compulsory students will be expelled if they do not apply themselves with diligence and sustained effort to assessment tasks and classwork and experiences. 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.

VOCATIONAL EDUCATION AND TRAINING (VET)

VET courses help students prepare for further education, training, employment and lifelong learning. From Year 9, students can study VET courses at school, or through TAFE NSW or other training providers.

Stage 6 VET Board Endorsed courses (VET BECs) give Year 11 and 12 students the practical skills and experience to confidently step into work, further training, or even a related university course. They're a great way to prepare for life beyond school.

VET is dual-accredited, providing students with recognition towards both their school qualification and a nationally recognised VET qualification. VET courses can only be delivered by registered training organisations (RTOs) that meet national standards and have the relevant qualification and units of competency on their scope of registration.

VET courses may count towards the award of the RoSA and the HSC if:

- a. the course was developed or endorsed by NESA
- b. the course was taught in line with the syllabus or course description, and indicative hour requirements
- c. the student has satisfactorily completed the course, including any mandatory work placement requirements, and
- d. the course adheres to NESA's pattern of study requirements (HSC credential only).

Satisfactory completion of an HSC Vocational Educational Training (VET) course

As with all HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements based on the course completion criteria.

The HSC course requirements in a VET course are defined by:

- a. the HSC indicative hour requirements of the course
- b. the HSC course structure
- c. mandatory work placement requirements (if applicable)
- d. the HSC content (focus areas) and associated mandatory and stream (if applicable) units of competency in [Industry Curriculum Frameworks](#)
- e. competency-based assessment requirements.

The course requirements for HSC VET courses can be found in the syllabus for [Industry Curriculum Framework](#) courses or in the course description for [VET Board Endorsed Courses](#).

VET mandatory work placement

The requirement to complete work placement in a VET framework course is also stated in the student declaration on the Confirmation of Entry. This is to be signed by the student and retained by the school.

If a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the principal can indicate that the course has not been satisfactorily completed and the student may be issued with a non-completion ('N') determination.

Competency-based approach

NESA and the VET Quality Framework require a competency-based approach to assessment for VET courses.

Assessment in VET courses must:

- a. be standards-referenced, where performance is judged against a prescribed standard contained in each unit of competency
- b. meet the requirements of the Training Package or nationally accredited course on which the VET course is based
- c. be conducted by a qualified assessor under the RTO, and
- d. determine students as 'competent' or 'not yet competent'.

Students must:

- a. meet all performance criteria to demonstrate achievement of an element of competency, and
- b. achieve all elements of competency to demonstrate achievement of a unit of competency.

Reporting Student Achievement of VET courses

1. Students who have satisfactorily completed requirements for a [Stage 6 VET Industry Curriculum Framework](#) (Framework) course(s) will have the course(s) name and HSC credit value reported on their [HSC credential](#) with the annotation 'Refer to Vocational documentation'.
2. Students who have satisfactorily completed requirements for a Framework course(s), and have sat the related [HSC exam\(s\)](#), will have their exam result(s) reported on their [HSC credential](#), including:
 - a. the HSC exam mark
 - b. HSC mark (which is equal to the exam mark), and
 - c. HSC performance band.
3. For students who leave school and are ineligible for the HSC, having satisfactorily completed requirements for a Framework course(s), and having sat the related [HSC exam\(s\)](#), they will have their exam result(s) reported on:
 - a. the RoSA (if [eligible](#) for the RoSA), or
 - b. the Transcript of Study (if [ineligible](#) for the RoSA).
4. Students will receive an [AQF VET qualification](#) – Certificate or Statement of Attainment (vocational documentation), where eligible.

Frameworks delivered by TAFE NSW

1. Students who have satisfactorily completed a Framework course(s) delivered by TAFE NSW will:
 - a. have the course name(s) and HSC credit value reported on their [HSC credential](#) with the annotation 'Refer to TAFE Transcript', and
 - b. receive additional documentation from TAFE NSW about the course(s) studied, and results obtained.

Stage 6 VET BECs

1. Students who satisfactorily complete requirements for a [Stage 6 VET BEC](#) will have the course name and HSC credit value reported on their [HSC credential](#) without a mark.
2. For students studying a VET BEC through:

- a. a school system/sector RTO, their HSC credential will have the annotation 'Refer to Vocational documentation'
 - b. TAFE NSW, their HSC credential will have the annotation 'Refer to TAFE Transcript'
 - c. another RTO, their HSC credential will have the annotation 'Refer to Vocational documentation'.
3. For students who leave school and are ineligible for the HSC, having satisfactorily completed requirements for a [Stage 6 VET BEC](#), they will have the VET BEC reported on:
 - a. the RoSA (if [eligible](#) for the RoSA), or
 - b. the Transcript of Study (if [ineligible](#) for the RoSA).
4. Students will receive an [AQF VET qualification](#) – Certificate or Statement of Attainment (vocational documentation), where eligible.

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/Carers 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.

HSC assessments for the course will potentially begin in Week 1 Term 2 of each year.

STUDENT RESPONSIBILITIES AND PROCEDURES

The integrity of NESA's assessment processes underpins the high standard of scholarship represented by the award of the HSC.

Candidates for the HSC, their teachers and others who guide them, must comply with NESA's rules and requirements for upholding the integrity of HSC school-based assessment and exams.

HSC students are made aware of NESA's rules and requirements well in advance of sitting their exams.

Before commencing their studies, all HSC students must:

- complete **HSC: All My Own Work** (AMOW) or its equivalent
- sign a confirmation of entry form, declaring that they have read the **HSC rules and procedures guide**.

HSC students submitting projects, works and performances must **sign a student declaration** form. This confirms that the work is their own and has been developed in accordance with **HSC: All My Own Work**.

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.

HSC: All My Own Work

AMOW is an educational program designed to instruct students about scholarship principles and ethical practices, and comprises content across 4 topics related to locating and acknowledging sources of information, plagiarism, copyright, and working with others.

Students undertaking a pattern of study that comprises only Stage 6 Life Skills courses, are not required to complete AMOW.

HSC Rules and Procedures Guide

This guide helps students understand the rules and requirements that must be followed as an HSC student.

School will give students a Confirmation of Entry form that they must sign. By signing the Confirmation of Entry they are certifying they have read this guide.

The *Education Act 1990* (NSW) governs the award of the HSC. Under this Act, NESA gives certificates to students who comply with the Act and NESA requirements.

Students can obtain more detailed explanations by referring to the [Assessment Certification Examination \(ACE\) website](#).

HSC Minimum Standard

Students in NSW are supported to meet a minimum standard of literacy and numeracy to receive the HSC.

The HSC minimum standard is set at Level 3 of the [Australian Core Skills Framework \(ACSF\)](#).

1. Students must meet the HSC minimum standard prior to completing Year 12, to be eligible for the award of the HSC.
2. To meet the HSC minimum standard, students must demonstrate Level 3 or above in the NESA minimum standard online reading, writing and numeracy tests.
3. Students may demonstrate the HSC minimum standard at any time while they are enrolled in a school in Years 10 to 12, but before their enrolment ceases.
4. Students planning to leave school in Years 10 to 12 may choose to attempt the NESA minimum standard tests and use the test results to demonstrate their levels of reading, writing and numeracy to employers and/or further education and training providers. Students must attempt the tests whilst they are enrolled in a school.

Malpractice and Breaches of Test Rules

Malpractice is any attempt to gain an unfair advantage over other students. It is unacceptable in any form, including but not limited to:

- plagiarism
- collusion
- misrepresentation
- breach of assessment conditions
- bringing unauthorised equipment or material
- bringing in electronic devices unless specifically approved.

NESA treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA or the HSC.

Schools must record malpractice offences in all HSC school-based assessment tasks in the Malpractice Register with NESA. The Examinations Rules Committee (ERC) deals with all cases of suspected malpractice in HSC exams and HSC minimum standard tests.

COURSE COMPLETION CRITERIA

Satisfactory completion of a Preliminary or Higher School Certificate course: course completion criteria

1. The following course completion criteria refer to both Preliminary and HSC courses. A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:
 - a. followed the course developed or endorsed by NESA; 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 course outcomes.

Satisfactory completion of a Preliminary course

1. A student will be considered to have satisfactorily completed a Preliminary course if, in the principal's view, there is sufficient evidence that the student has met the course completion criteria.

2. Satisfactory completion of the Preliminary course or its equivalent is a prerequisite for entry into an HSC course.

Satisfactory completion of an HSC course

1. Students studying an HSC course must make a genuine attempt to complete the course requirements.
2. For courses where school-based assessment marks are submitted, students must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of the available marks. It is emphasised that completion of assessment tasks worth exactly 50 percent is not sufficient; tasks worth in excess of 50 percent must be attempted. Furthermore, the student must fulfil the course completion criteria.
3. A course will not be listed on the RoSA unless both of these conditions are met.
4. In the case of competency-based courses, where a student has not successfully completed any units of competency, it is a matter for the teacher's professional judgement to determine whether the attempts made by the student to complete the course are genuine.
5. Where students are studying an HSC course that includes a requisite examination, students must sit for and make a genuine attempt at the examination.
6. If it is determined that a student has not made a genuine attempt to complete the course requirements, the principal must indicate on the appropriate documentation that the course has not been satisfactorily completed.
7. Students studying **VET Industry Curriculum Framework courses** must complete the mandatory work placement hours in order to be deemed satisfactory.
8. Until a student presenting for a Higher School Certificate has satisfactorily completed courses totalling at least 12 units of Preliminary courses and 10 units of HSC courses that satisfy NESA's pattern of study requirements, the student will not be eligible to receive the award of a Higher School Certificate.

CHANGE OF COURSE

Students who are considering changing courses must negotiate the change with the Head Teacher, Careers Advisor and Deputy Principal, carefully checking that this change does not affect their HSC pattern of study. This change must be made by: **Week 8 Term 4** during the Preliminary course.

Students who wish to change a level within a subject may negotiate this with the Head Teacher. This change must be made by: **Week 3 Term 2** during the HSC course.

Change of Course forms may be obtained from the Deputy Principal or Careers Advisor upon completion of an interview assessing your HSC pattern of study.

Step 1

What happens

This course will no longer meet my pattern of study

I don't like this course. It's not what I expected.

Deadline: Week 8 Term 4

I would like to change the level of course I am completing

Eg English Advanced to Standard

Deadline: Week 3 Term 2

Step 2

What You need to do

Book a meeting with careers advisor to discuss pattern of study and options available
(must be completed before deadline)

Eligible for change of course

YES

NO

Step 3

What happens next

Complete a change of course form and return to Careers Advisor before deadline

Form processed with Careers Advisor
APPROVAL GRANTED

Student, Staff, Office notified of change by Careers Advisor

Step 4

What you need to do now

Change course
Timetable reissued

Continue in currently enrolled course completing all requirements

'N'-WARNINGS AND RIGHTS OF APPEAL

Non-completion of HSC school-based assessment: principals must warn students

1. If it appears that a student is at risk of not meeting the school-based assessment requirements in a course, a warning must be given.
2. The principal must:
 - a. advise the student in writing, in time for the problem to be corrected, specifying details of action required by the student and alerting the student to the possible consequences of a non-completion ('N') determination
 - b. advise the parent or guardian in writing if the student is under 18
 - c. request from the student and/or parent/guardian a written acknowledgement of the warning
 - d. issue at least one follow-up warning letter (if the student is still at risk of not meeting requirements)
 - e. retain a copy of the warning notice and other relevant documentation.

Non-completion of HSC school-based assessment: non-completion determinations

If a student is to be given a non-completion ('N') determination because of failure to complete tasks which contribute in excess of 50 percent of the final assessment marks in that course, the principal must:

- a. submit the non-completion determination to NESA.,
- b. advise the student of the determination, its consequences and the student's right to a school review and subsequent appeal to the NSW Education Standards Authority (NESA).

ILLNESS/MISADVENTURE PROCEDURES

The Illness and Misadventure process supports students who:

- are unwell
- have an accident
- suffer other misadventure

at the time of an examination or assessment due date.

You need to submit a separate application and supporting evidence for each examination or assessment that is affected.

The Illness and Misadventure Process

Students need to complete an Illness/Misadventure Consideration or Renegotiation of Assessment Task form (Appendix A) within **one week after the due date**. The application **must** be accompanied with supporting documentation.

RENEGOTIATION OF ASSESSMENT TASK PROCEDURES

The Renegotiation of Assessment Task process supports students who:

- are representing the school on school business, such as an excursion
- are completing work placement, TAFE or SBAT commitments
- suffer other need for renegotiation

at the time of an examination or assessment due date.

You need to submit a separate application and supporting evidence for each examination or assessment that is affected.

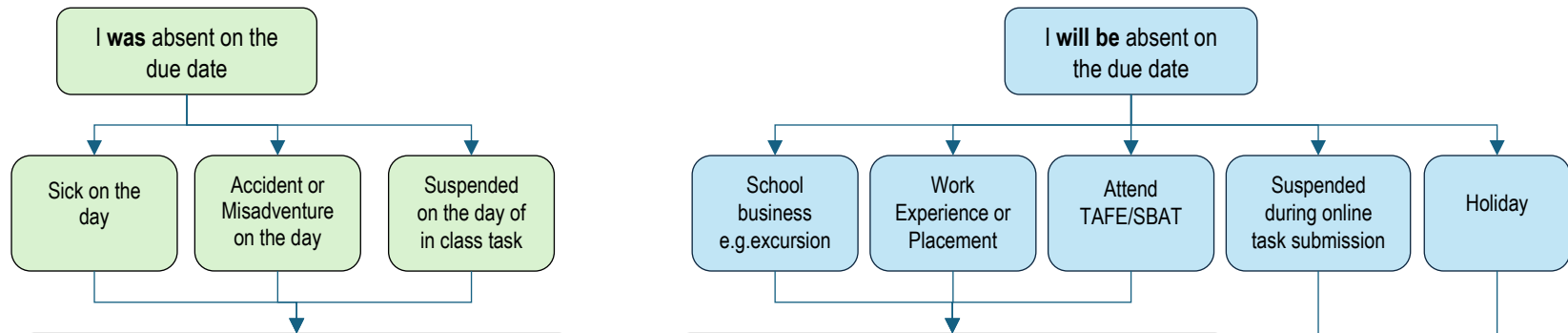
The Renegotiation of Assessment Task Process

Students need to complete an Illness/Misadventure Consideration or Renegotiation of Assessment Task form (Appendix A) **at least three school days before** the due date. The application **must** be accompanied with supporting documentation.

Application For Illness/Misadventure Consideration Or Renegotiation Of Assessment Task Process

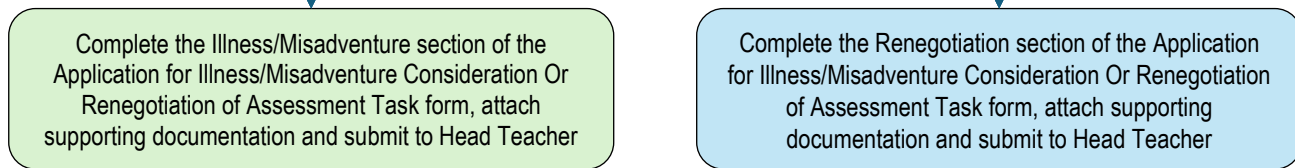
Step 1

What happens



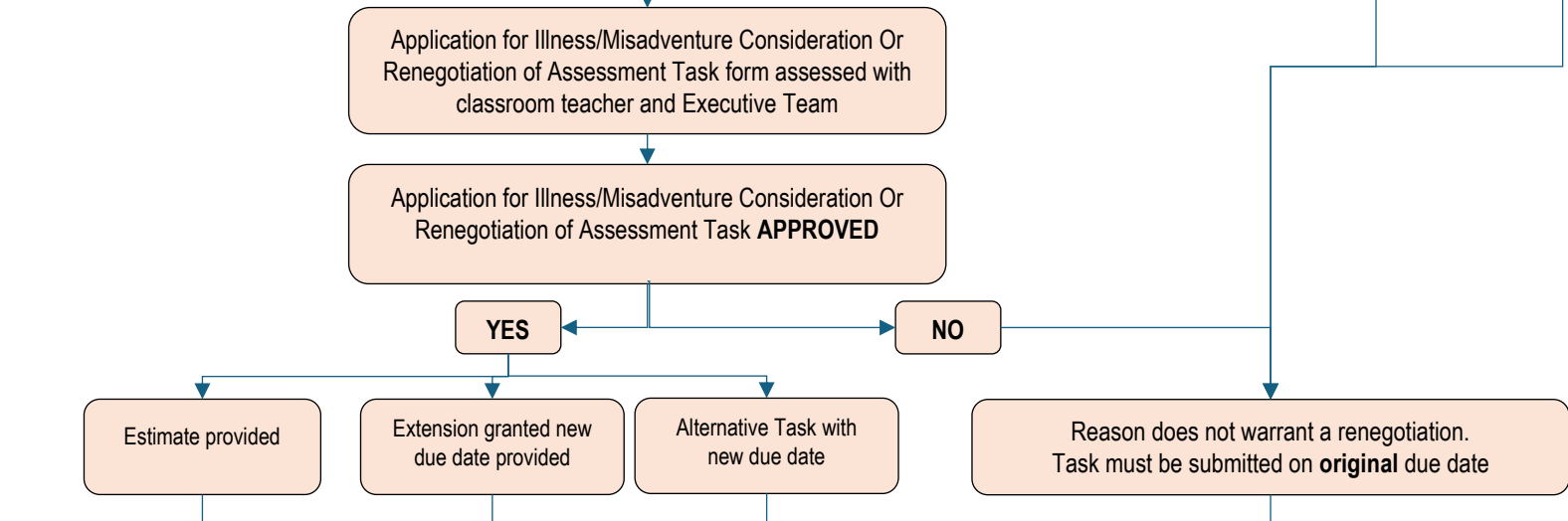
Step 2

What You need to do



Step 3

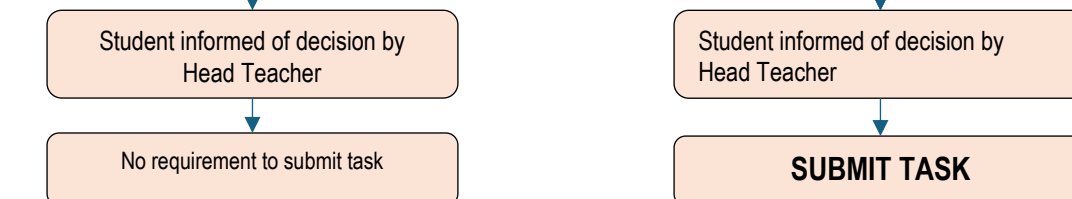
What happens next



Step 4

What you need

to do now



APPEALING ASSESSMENT TASK RESULTS

Students have the right to appeal an assessment mark or grade. Appeals can only be made on the grounds that due process was not followed by the school. An appeal **CANNOT** be submitted on the basis of:

- The marks or grades given, unless due process was not followed.
- Difficulties in preparation or loss of preparation time.
- Alleged deficiencies in tuition.
- Long term illness.
- The same grounds for which disability provisions were received.
- Other commitments such as sporting, cultural or work commitments.

Application For Assessment Mark/Grade Appeal forms must be lodged with the Deputy Principal through the front office **within one week** of the return of the task.

Application For Assessment Mark/Grade Appeal Process

Step 1

What happens

I wish to appeal my mark/grade for an assessment.
I do not feel due process was followed

Step 2

What You need to do

Book a meeting with the Deputy Principal to discuss appeal

And

Complete the Application for Assessment Mark/Grade Appeal form,
and attach supporting documentation

Eligible for appeal

YES

NO

Step 3

What happens
next

Form assessed with Deputy
Principal and Executive Team

APPEAL GRANTED

YES

NO

Assessment re-marked and a
new mark/grade awarded

Current assessment result
maintained

Student informed of decision by Head Teacher



Oberon High School

Assessment Schedule **Biology**

Year 12

Term 2 2025 – Term 3 2025

| Task number | Task 1 | Task 2 | Task 3 | |
|---|----------------------------|----------------------------|------------------------------|-----|
| Nature of task | Research Task | Practical Investigation | Examination | |
| Timing | Out: T2 Wk4 In: T2 Wk9 | Out: T2 Wk10 In: T3 Wk4 | Out: T3 Wk4 In: T3 Wk6 | |
| Outcomes assessed | 12-1 to 12-7, 12-12, 12-13 | 12-1 to 12-7, 12-14 | 12-1 to 12-7, 12-12 to 12-15 | |
| Component | Weighting % | | | |
| Skills in working scientifically | 25 | 25 | 10 | 60 |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Total % | 35 | 35 | 30 | 100 |



Oberon High School

Assessment Schedule **Business Studies**

Year 12

Term 2 2025 – Term 3 2025

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|--------------------------|--------------------------------|--------------------------|------------------------------------|-----|
| Nature of task | Topic Test Operations | Extended Response Marketing | Quiz Human Resources | Trial Exam | |
| Timing | Out: T2 W2 In: T2 W4 | Out: T2 W5 In: T2 W8 | Out: T2 W10 In: T3 W2 | Out: T3 W3 In: T3 W6 | |
| Outcomes assessed | H1, H2, H3, H5, H8 | H4, H6, H7, H8, H9 | H2, H3, H5, H8 | H2, H3, H4, H5, H8, H6, H9, H10 | |
| Component | Weighting % | | | | |
| Knowledge and understanding of course content | 15 | | 10 | 15 | 40 |
| Stimulus-based skills | 5 | | 10 | 5 | 20 |
| Inquiry and research | | 20 | | | 20 |
| Communication of business information, ideas and issues in appropriate forms | 5 | 5 | | 10 | 20 |
| Total % | 25 | 25 | 20 | 30 | 100 |



Oberon High School

Assessment Schedule **Community and Family Studies**

Year 12

Term 2 2025 – Term 3 2025

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|-----------------------------|---|-----------------------------|-----------------------------|------|
| Nature of task | Individual Research Task | In-class task | Critical Analysis | Trial Examination | |
| Timing | Out: T2 Wk 1 In: T2 Wk 8 | Out: T2 Wk 8 In: T2 Wk 10 | Out: T3 Wk 2 In: T3 Wk 5 | Out: T3 Wk 4 In: T3 Wk 6 | |
| Outcomes assessed | H4.1, H4.2 | H2.2, H2.3, H3.1, H3.3, H4.2, H5.1, H6.2 | H1.1, H2.1, H3.2, H3.4 | H1.1 – H6.2 | |
| Component | Weighting % | | | | |
| Knowledge and understanding of course content | 20% | 5% | 5% | 10% | 40% |
| Skills in critical thinking, research methodology, analysing and communicating | 0% | 20% | 20% | 20% | 60% |
| Total % | 20% | 25% | 25% | 30% | 100% |



Oberon High School

Assessment Schedule **English Standard**

Year 12

Term 2 2025 – Term 3 2025

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|--|--|--|-------------------------------------|-----|
| Nature of task | Essay | Portfolio | Multimodal Task | Trial Examination | |
| Timing | Out: T2 Wk1 2025 In: T2 Wk5 2025 | Out: T2 Wk5 2025 In: T3 Wk4 2025 | Out: T2 Wk7 2025 In: T3 Wk1 2025 | Out: T3 Wk4 2025 In: T3 Wk6 2025 | |
| Outcomes assessed | EN12-1, EN12-2, EN12-3, EN12-6, EN12-7 | EN12-2, EN12-4, EN12-5, EN12-7, EN12-9 | EN12-2, EN12-4, EN12-6, EN12-8, EN12-9 | EN12-1, EN12-3, EN12-5, EN12-8 | |
| Component | Weighting % | | | | |
| Knowledge and understanding of course content EN12-2, EN12-3, EN12-6, EN12-7, EN12-8 | 20 | 10 | 10 | 10 | 50 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes EN12-1, EN12-2, EN12-4, EN12-5, EN12-9 | 5 | 15 | 20 | 10 | 50 |
| Total % | 25 | 25 | 30 | 20 | 100 |



Oberon High School
Assessment Schedule English Studies
Year 12
Term 2 2025 – Term 3 2025

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|---|---|--|-------------------------------------|------------|
| Nature of task | Essay | Multimodal Task | Collection of Classwork | Trial Examination | |
| Timing | Out: T2 Wk1 2025 In: T2 Wk5 2025 | Out: T2 Wk6 2025 In: T2 Wk10 2025 | Out: T2 Wk3 2025 In: T3 Wk4 2025 | Out: T3 Wk4 2025 In: T3 Wk6 2025 | |
| Outcomes assessed | ES12-1, ES12-3, ES12-7, ES12-8, ES12-9 | ES12-2, ES12-4, ES12-6, ES12-7, ES12-8 | ES12-1, ES12-4, ES12-5, ES12-6, ES12-10 | ES12-3, ES12-5, ES12-9 | |
| Component | Weighting % | | | | |
| Knowledge and understanding of course content ES12-1, ES12-2, ES12-5, ES12-8, ES12-9 | 15 | 15 | 10 | 10 | 50 |
| Skills in: <ul style="list-style-type: none"> Comprehending texts Communicating ideas Using language accurately, appropriately and effectively ES12-3, ES12-4, ES12-6, ES12-7, ES12-10 | 10 | 15 | 20 | 5 | 50 |
| Total % | 25 | 30 | 30 | 15 | 100 |



Oberon High School

Assessment Schedule **Industrial Technology - Metal**

Year 12

Term 2 2025 – Term 3 2025

| Task number | Task 1 | Task 2 | Task 3 | |
|---|--|--|---|-------------|
| Nature of tasks | Designing and Planning Presentation Major Project Project proposal Presentation - Planning section of Portfolio | Major Project and Folio Manufacturing of project and completed portfolio planning and manufacturing sections | Trial HSC Examination | |
| Timing | Out: T1, Wk 11 In: T2, Wk 5 | Out: T2, Wk 4 In: T3, Wk 4 | Out: T3, Wk 4 In: T3, Wk 6 | |
| Outcomes assessed | H3.1, H3.2, H3.3, H5.1, H5.2 | H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2 | H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2 | |
| Component | | | | Weighting % |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Knowledge and skills in the design, management, communication and production of a major project | 10 | 30 | 10 | 60 |
| Total % | 20 | 40 | 40 | 100 |



Oberon High School

Assessment Schedule **Mathematics Standard 1**

Year 12

Term 2 2025 – Term 3 2025

| Task number | Task 1 | Task 2 | Task 3 | |
|--|--|--|-----------------------------|------|
| Nature of task | Research Assignment | In-class task | Trial Examination | |
| Timing | Out: T2 Wk 4 In: T2 Wk 6 | Out: T3 Wk 2 In: T3 Wk 4 | Out: T3 Wk 4 In: T1 Wk 6 | |
| Outcomes assessed | MS1-12-1, MS1-12-6, MS1-12-7, MS1-12-9, MS1-12-10 | MS1-12-3, MS1-12-9, MS1-12-10, MS1-12-8 | MS1-12-1 – MS1-12-10 | |
| Component | Weighting % | | | |
| Understanding, fluency and communication | 20% | 10% | 20% | 50% |
| Problem solving, reasoning and justification | 10% | 30% | 10% | 50% |
| Total % | 30% | 40% | 30% | 100% |



Oberon High School

Assessment Schedule **Mathematics Standard 2**

Year 12

Term 2 2025 – Term 3 2025

| Task number | Task 1 | Task 2 | Task 3 | |
|---|-------------------------------|--|-----------------------------|------|
| Nature of task | In-class task | Assignment | Trial Exam | |
| Timing | Out: T2 Wk 4 In: T2 Wk 6 | Out: T3 Wk 3 In: T3 Wk 5 | Out: T3 Wk 4 In: T3 Wk 6 | |
| Outcomes assessed | MS2-12-5, MS2-12-9, MS2-12-10 | MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10 | MS2-12-1 – MS2-12-10 | |
| Component | Weighting % | | | |
| Understanding, fluency, and communication | 30% | 10% | 10% | 50% |
| Problem-solving, reasoning, and justification | 10% | 20% | 20% | 50% |
| Total % | 40% | 30% | 30% | 100% |



Oberon High School

Assessment Schedule **Society and Culture**

Year 12

Term 2 2025 – Term 3 2025

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|---------------------------|---------------------------|---------------------------|---------------------------|-----|
| Nature of task | Research Task | Oral Presentation | Essay | Trial HSC | |
| Timing | Out: T2 Wk4 In: T2 Wk6 | Out: T2 Wk8 In: T Wk10 | Out: T3 Wk2 In: T3 Wk4 | Out: T3 Wk4 In: T3 Wk9 | |
| Outcomes assessed | H2, H3, H5, H7, H9 | H6, H7, H8 | H1, H2, H5, H9, H10 | H1, H2, H3, H4, H5, H6 | |
| Component | Weighting % | | | | |
| Knowledge and understanding of course content | 15 | | 15 | 20 | 50 |
| Application and evaluation of social and cultural research methods | 10 | 10 | | 10 | 30 |
| Communication of information, ideas and issues in appropriate forms | 5 | | 15 | | 20 |
| Total % | 30 | 10 | 30 | 30 | 100 |



Oberon High School

Assessment Schedule **Sport, Lifestyle and Recreation**

Year 12

Term 2 2025 – Term 3 2025

| Task number | Task 1 | Task 2 | Task 3 | |
|-----------------------------|-----------------------------|--|--|------|
| Nature of task | Research task | Report | Trial Examination | |
| Timing | Out: T2 Wk 3 In: T2 Wk 5 | Out: T2 Wk 8 In: T3 Wk 2 | Out: T3 Wk 4 In: T1 Wk 6 | |
| Outcomes assessed | 1.1, 1.3, 2.1, 2.2 | 3.1, 3.3, 4.1, 4.2, 5.2, 5.3, 5.4, 5.5 | 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 4.5, 5.1 | |
| Component | Weighting % | | | |
| Knowledge and Understanding | 25% | 0% | 25% | 50% |
| Values and attitudes | 10% | 35% | 5% | 50% |
| Total % | 35% | 35% | 30% | 100% |



Oberon High School

Assessment Schedule Visual Arts

Year 12

Term 2 2025 – Term 4 2025

**Classroom Teacher will issue an
ASSESSMENT SCHEDULE IN CLASS**



Oberon High School

Assessment Schedule **Work Studies**

Year 12

Term 2 2025 – Term 3 2025

| Task number | Task 1 | Task 2 | Task 3 | |
|-----------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------|
| Nature of task | Budget Activity | Effective Team Member Booklet | Family and Work Research Task | |
| Timing | Out: T2 Wk3 2025 In: T2 Wk7 2025 | Out: T2 Wk9 2025 In: T3 Wk3 2025 | Out: T3 Wk4 2025 In: T3 Wk7 2025 | |
| Outcomes assessed | 5, 7, 8, 9 | 2, 5, 6 | 1, 3, 4, 5, 8 | |
| Component/ Weighting | | | | Weighting % |
| Knowledge and Understanding | 0% | 10% | 20% | 30% |
| Skills | 35% | 20% | 15% | 70% |
| Total | 35% | 30% | 35% | 100% |

School Name: Oberon High School

Compressed Curriculum (240 Hours 4 Units x 1 Year)

Cookery

Assessment Schedule Year 12 – 2025

Commencing Term 4 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 1 Safety in the kitchen | Task 2 Service please | Task 3 Let's start cooking and cleaning |
|---|---------------------------------|--------------------------|--|
| | Week 6 – 6 Term 1 | Week 1 - 7 Term 1 | Week 3 - 11 Term 1 |

| Code | Unit of Competency | HSC Examinable Unit | Date 2024-2025 | Date 2025 | Date 2025 |
|------------|---|---------------------|----------------|-----------|-----------|
| 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 | |
| SITHKOP009 | Clean kitchen premises and equipment | ✓ | | | X |
| SITXINV006 | Receive, store and maintain stock | | | | X |

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

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

School Name:

Compressed Curriculum (240 Hours 4 Units x 1 Year) - Commencing Term 4 2024

Assessment Schedule Year 12 – 2025

Cookery

| Assessment Tasks for SIT20421 Certificate II in Cookery | Task 4 Pack it up | Task 5 There's no I in team | HSC Trial |
|---|-----------------------|--------------------------------|------------------|
| Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. | Week 1 – 10 Term 2 | Week 1 - 10 Term 3 | Week 6 Term 3 |

| Code | Unit of Competency | HSC Examinable Unit | Date 2025 | Date 2025 | Date 2025 |
|------------|---|---------------------|-----------|-----------|-----------|
| SITHCCC026 | Package prepared foodstuffs | | | | |
| SITHCCC023 | Use food preparation equipment | ✓ | | | |
| SITHCCC024 | Prepare and present simple dishes | | | | |
| SITHCCC027 | Prepare dishes using basic methods of cookery | ✓ | | | |
| SITHCCC034 | Work effectively in a commercial kitchen | | | | |

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

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

APPENDIX A - APPLICATION FOR ILLNESS/MISADVENTURE CONSIDERATION OR RENEGOTIATION OF ASSESSMENT TASK PROCESS



Oberon High School

Application for Illness/Misadventure Consideration Or Renegotiation of Assessment Task (Preliminary/HSC)

Student Name: _____ Year: _____ Date: _____

I wish to apply for (tick one):

☐ A consideration due to illness/misadventure (after the due date)

Note: Illness/Misadventure application **MUST** be submitted within **one week after the due date** of the assessment task or examination. This form should be used if you had an illness or misadventure that prevented you from doing the task or examination or impacted on your performance during the task or examination.

☐ A renegotiation of assessment task (before the due date)

Note: Renegotiation applications **MUST** be submitted **at least three days** before the due date for an assessment task or before sitting for an examination.

Course: _____ Preliminary/HSC Due Date: _____

Teacher: _____ Task or Examination: _____

Reason for Application: _____

Supporting Documentation attached: YES/NO

I declare that the information I have provided is true:

Student signature: _____ Date: _____

Parent/Carer Signature: _____ Date: _____

ADMINISTRATION USE ONLY

Head Teacher Decision: APPROVED/DENIED

- ☐ Extension Granted. The new due date is _____. Failure to submit the task by the new due date will lead to a zero mark being awarded.
- ☐ Alternative task to be set. A new notification form will be issued.
- ☐ An estimate will be given based on other evidence.
- ☐ The reason does not warrant a renegotiation.

Teacher signature: _____ Date: _____

Head Teacher signature: _____ Date: _____

Deputy Principal signature: _____ Date: _____

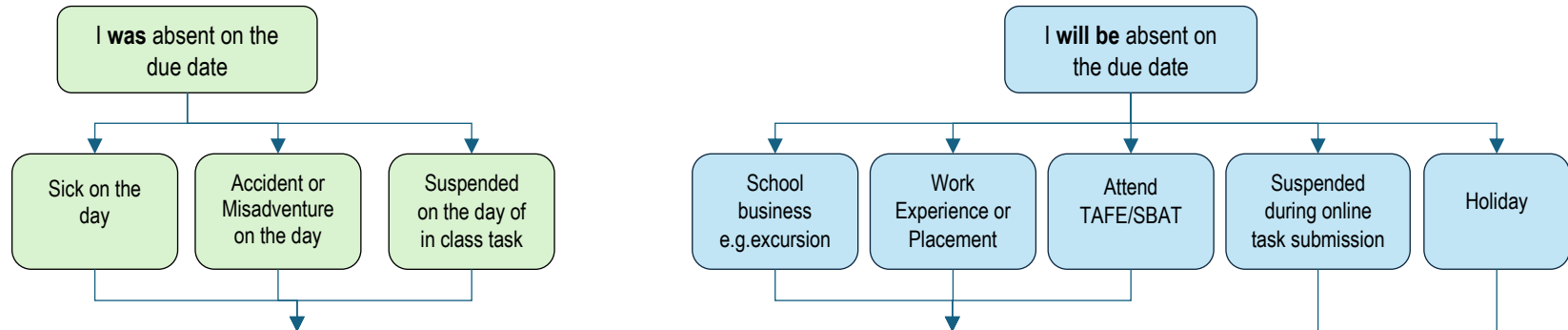
Principal signature: _____ Date: _____

Copy to student, classroom teacher, Head Teacher and student file (front office).

Application for Illness/Misadventure Consideration Or Renegotiation of Assessment Task Process

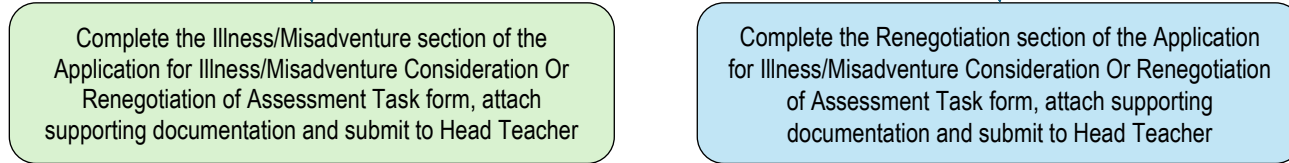
Step 1

What happens



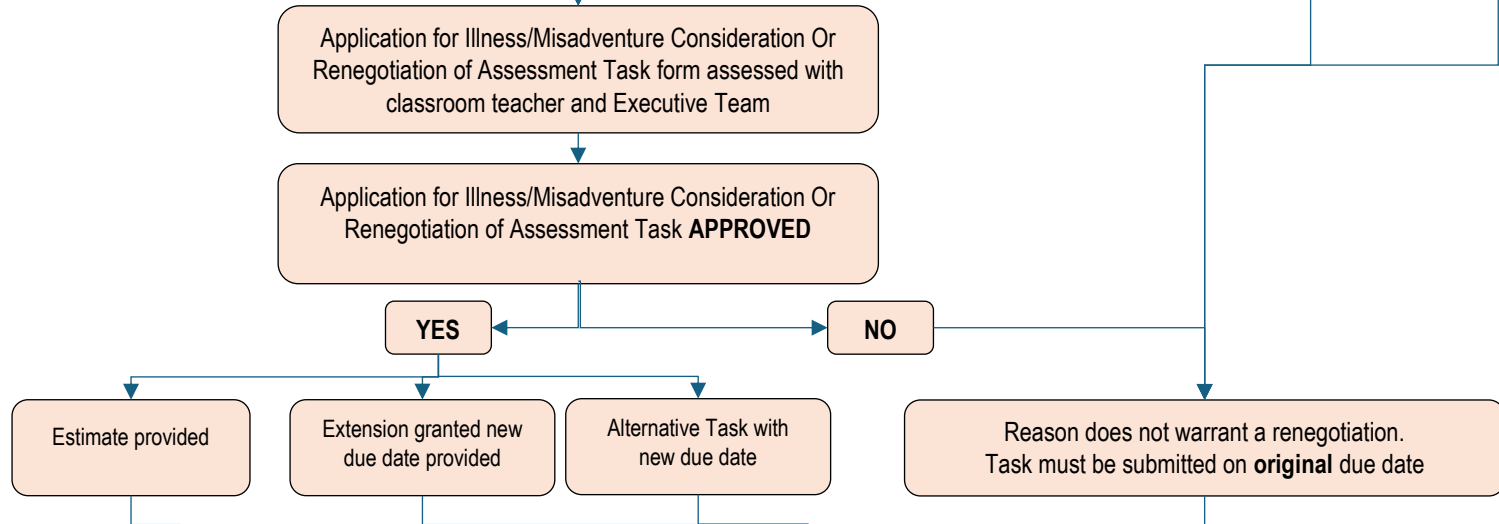
Step 2

What You need to do



Step 3

What happens next



Step 4

What you need to do now





APPENDIX B - APPEALING ASSESSMENT TASK RESULTS FORM

Oberon High School

Application For Assessment Mark/Grade Appeal Form

Students have the right to appeal an assessment mark or grade. Appeals can only be made on the grounds that due process was not followed by the school. An appeal **CANNOT** be submitted on the basis of:

- * The marks or grades given, unless due process was not followed.
- * Difficulties in preparation or loss of preparation time.
- * Alleged deficiencies in tuition.
- * Long term illness.
- * The same grounds for which disability provisions were received.
- * Other commitments such as sporting, cultural or work commitments.

Appeal forms must be lodged with the Deputy Principal through the front office **within one week** of the return of the task.

Student Name: _____ Year: _____ Date: _____

Course: _____ Preliminary/HSC

Teacher: _____ Task or Examination: _____

Reason for Application: _____

Supporting Documentation attached: YES/NO

I declare that the information I have provided is true:

Student signature: _____ Date: _____

Parent/Carer Signature: _____ Date: _____

ADMINISTRATION USE ONLY

Deputy Principal Decision: APPROVED/DENIED

Comments: _____

Teacher signature: _____ Date: _____

Head Teacher signature: _____ Date: _____

Deputy Principal signature: _____ Date: _____

Principal signature: _____ Date: _____

Copy to student, classroom teacher, Head Teacher and student file (front office).

Application For Assessment Mark/Grade Appeal Process

Step 1

What happens

I wish to appeal my mark/grade for an assessment.
I do not feel due process was followed

Step 2

What You need to do

Book a meeting with the Deputy Principal to discuss appeal

And

Complete the Application for Assessment Mark/Grade Appeal form,
and attach supporting documentation

Step 3

What happens next

Eligible for appeal

YES

NO

Form assessed with Deputy
Principal and Executive Team

APPEAL GRANTED

YES

NO

Assessment re-marked and a
new mark/grade awarded

Current assessment result
maintained

Student informed of decision by Head Teacher



APPENDIX C - STUDENT ASSESSMENT PLANNER

Oberon High School

Higher School Certificate 2025

| | Term | Week | Dates | Subject 1 | Subject 2 | Subject 3 | School Events & Holidays |
|--------------------|---------------------------|------|-----------|-----------|-----------|-----------|--|
| 2025 Term 2 | Term Begins 28 April 2025 | 1 | 28/4-2/5 | | | | 2 Staff Development Day 28/5-29/5 Students Return 30/5 |
| | | 2 | 5/5-9/5 | | | | |
| | | 3 | 12/5-16/5 | | | | |
| | | 4 | 19/5-23/5 | | | | |
| | | 5 | 26/5-30/5 | | | | |
| | | 6 | 2/6-6/6 | | | | |
| | | 7 | 9/6-13/6 | | | | 9/6 Public Holiday (June Long Weekend) |
| | | 8 | 16/6-20/6 | | | | |
| | | 9 | 23/6-27/6 | | | | |
| | | 10 | 30/6-4/7 | | | | |
| 2025 Term 3 | Term Begins 21 July 2025 | 1 | 21/7-25/7 | | | | Staff Development Day 21/7 Students return 22/7 |
| | | 2 | 28/7-1/8 | | | | |
| | | 3 | 4/8-8/8 | | | | |
| | | 4 | 11/8-15/8 | | | | |
| | | 5 | 18/8-22/8 | | | | |
| | | 6 | 25/8-29/8 | | | | |
| | | 7 | 1/9-5/9 | | | | Trial HSC Examination |
| | | 8 | 8/9-12/9 | | | | |
| | | 9 | 15/9-19/9 | | | | |
| | | 10 | 22/9-26/9 | | | | |

APPENDIX D - 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.