



2024

HSC Assessment Policy & Calendar

Revised and updated 15th September 2023

Student Handbook

GRC Oatley Senior Campus specialises in HSC learning and maximises post-school opportunities for students in an atmosphere appropriate to their needs. Individual worth, character education, work ethic and social values are given the highest priority.

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Dates to Remember

Important HSC Dates

Term 2, 2024

Personalised 2024 HSC written examination timetable released via Students Online*

Term 4, 2023

Tuesday 16th October, 2024

HSC written examinations commence*

GRC Trial HSC Examination

Term 3 Weeks 4 to 6

Monday 7th of August 2023 – Friday 25th August 2023

HSC Begins

Term 4 Week 1

Wednesday 16th October 2024

(Expected conclusion: Friday 1st November 2024)*

(subject to confirmation by NESAs)*

The information presented in this handbook was accurate at the time of printing. Timing of assessment tasks/examination periods may change for administrative/timetabling reasons.

Students must also read and ensure that they understand the information presented in the “Rules and Procedures for 2024 Higher School Certificate Candidates” booklet provided by the NSW Education Standards Authority (NESA).

HIGHER SCHOOL CERTIFICATE

THE CERTIFICATE

The NSW Education Standards Authority (formerly known as the Board of Studies) is a Statutory Board that awards students completing Year 12 the Higher School Certificate. To be eligible for this award, students must comply with the entry requirements, course restrictions and the rules and regulations set by NESA.

SOME SCHOOL AND NESA REQUIREMENTS

It is expected that:

- a. The student's attendance, conduct and progress will be satisfactory,
- b. The student will study appropriate courses as approved by NESA,
- c. The student will complete the requirements of each course including any necessary oral, aural, practical or field work,
- d. The student will have performed all tasks required as part of the assessments program, and
- e. The student will sit for any examination set as part of the course and will sit for the Higher School Certificate examination in Year 12.

ASSESSMENTS

The School is required to provide an assessment program for student achievements for each course presented. It is emphasised that the assessment is a measure of actual achievement during the year of preparation for the Higher School Certificate examination, not a prediction or estimate of performance.

THE PURPOSE OF ASSESSMENT

Assessments are intended to provide an indication of a student's attainment that is based on:

- a wider coverage of the syllabus than can be measured by the external examination, and
- measures and observations obtained through the course rather than at a single examination.

THE SCHOOL'S RESPONSIBILITIES

In accordance with NESA's requirements, this school has developed an Assessment Program for each course. We have -

- Identified the student tasks which best measure the components
- Specified weightings to be applied to each of the tasks to maintain the relative importance of each component
- Scheduled the various tasks throughout the course
- Prepared information for students, setting out the requirements of each course, and
- Undertaken to keep records of the student's performance on each task and provide information to the students on their progress.

REPORTING RESULTS

During the course, the school will provide information to students which will show their achievements relative to each other. **This will occur in the form of school reports.**

The final assessment mark will be moderated by NESA to ensure that students are not disadvantaged by the pattern of marks used by the school. The school's judgement of the order of merit of the students and the relative difference between them will be retained in the process.

APPEAL TO NESA FOR SCHOOL REVIEW OF ASSESSMENTS

Any review of assessments will only be based on the order of merit listing. Students are not entitled to seek a review of a teacher's judgments concerning the worth of individual performance in assessment tasks.

In particular, appeals to the NSW Education Standards Authority can only be made on the basis of:

- a) The weightings specified by the school not conforming with NESA's requirements;
- b) The procedures used by the school for determining the final assessment mark do not conform with its stated program;
- c) There being computational or other clerical errors in determination of the assessment mark.

REGULATIONS GOVERNING HSC ASSESSMENTS

Failure to complete tasks that make up more than 50% of the total assessment marks in a subject will result in the student receiving an 'N' Determination for that HSC course. This can include attempts at tasks that have been deemed to be 'non-serious' (page 19) and the accumulation of non-attempts at portions of examinations.

HSC assessment tasks are formal tasks which require set procedures to be followed by both the school and the students. The scheduling of tasks for the whole course is published in this policy and students must familiarise themselves with the timing and nature of the task schedule.

Students will be informed in writing by the class teachers of the precise details of the task at least a fortnight before each task is to be performed (see Appendix A for sample).

The Higher School Certificate

The Higher School Certificate is the highest educational award you can gain in New South Wales schools. It is an internationally recognised credential. Generally, most students follow a two year program of study in Years 11 and 12 leading to the award of the Higher School Certificate.

On successful completion of the HSC you will receive the Higher School Certificate Testamur and a Record of Achievement for all courses in which a student sat an examination.



Higher School Certificate Testamur

Your Higher School Certificate shows:

- your name
- school
- states that you have met all NESA requirements



Record of School Achievement

The Higher School Certificate (HSC) Record of School Achievement (RoSA) includes students' Year 12 HSC (Stage 6) results, Year 11 (Preliminary Stage 6) grades and, if applicable, Year 10 (Stage 5) grades. Results for each Stage appear on separate pages. It includes:

- **Assessment mark:** School-based assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. Students are required to complete a number of assessment tasks for most courses, which may include tests, written or oral assignments, practical activities, fieldwork and projects. Schools submit an HSC assessment mark based on performance in these tasks for every student in every course. NESA puts the marks through a process of moderation to allow a fair comparison of marks in each course across different schools.
- **Examination mark:** The examination mark for each course shows the student's performance in NESA's HSC examination for that course. The examination consists of a written paper and, for some courses, may include speaking and listening examinations, practical examinations, or major works that are submitted for external marking. Each student's achievement is assessed and reported against set standards of performance.
- **HSC mark:** The HSC mark is a 50:50 combination of a student's external examination mark and school-based assessment mark for each course.
- **Performance band:** A student's HSC mark for each course will fall within one of six performance bands, where the highest achievement is Band 6 (90–100 marks) and where the minimum standard expected is 50 marks. A performance band of E1–E4 is shown for Extension courses. Each performance band is aligned to what a student at that level of performance typically knows, understands and can do.



- **Stage 6 Preliminary grades:** Schools using the Common Grade Scale for Preliminary courses award A–E grades for Stage 6 Preliminary courses (other than Life Skills and Vocational Educational and Training (VET) courses).
- **Stage 5 grades:** Schools using the Common Grade Scale and course performance descriptors award A–E grades for Stage 5 courses (other than Life Skills and Vocational Education and Training (VET) courses).

If you have completed requirements for one or more NESA Developed VET Framework Courses, you will also receive an **AQF Certificate or Statement of Attainment**. If you have completed requirements for one or more NESA Developed Life Skills Courses, you will also receive a **Profile of Student Achievement**.

GEORGES RIVER COLLEGE, OATLEY SENIOR CAMPUS HSC ASSESSMENT POLICY

The School Assessment Policy - Rationale

The School's policy aims to provide a **fair system for all students**.

It is designed to:

- Assist students who would otherwise be disadvantaged by illness or misadventure.
- Ensure that students cannot gain special consideration where this is not warranted.
- Ensure that all appeals are dealt with fairly and consistently.
- Promote and protect the best interests of all students.

School Assessment Committee

The school has formed an Assessment Task Committee where composition is determined by the Principal. This committee is responsible for collating subject assessment programs, drawing up assessment task timetables, considering illness and misadventure appeals and dealing with any problems related to assessment tasks.

The Principal Is The Final Arbiter In All Assessment Matters.

It should be noted, that while students with genuine health problems will be given due consideration, the decision of the School Assessment Committee is final. The upholding of an appeal must not be assumed.

Student Responsibilities

1. Assessment Program

The HSC Assessment program provides students with 50% of their final HSC mark. A comprehensive assessment program with details of compulsory tasks and examinations is provided for each student near the beginning of the HSC course. Some tasks will be performed at school. Others will be submitted as hand in tasks.

Students are required to:

- Read carefully each faculty assessment schedule for each subject in your pattern of study and be aware of:
 - The number and nature of the task for each subject
 - The value of each task in comparison with the whole course
 - The nature of each task, e.g., assignment, test, project, etc.
- Sit for tasks **at the time** specified on the assessment schedule and assessment task notification.
- Hand in tasks to the class teacher by the specified date and time on the designated date (as per the written task notification). Work submitted after this time will be classified as late.
- Submit their tasks to the Head Teacher or Subject Coordinator if the class teacher is absent. Tasks should not be submitted to casual teachers or another teacher in the staffroom.
- Follow the correct procedures if a due date is missed or an extension or special consideration is requested.

2. Assessment Schedules

- Assessment schedules for every subject are provided in this handbook. It is your responsibility to familiarise yourself with the timing of tasks for each subject. There will be no assessment tasks scheduled for one week before and after examinations.
- The actual day for an in-school task will be notified to students approximately two weeks before the task is to be done.
- Any amendments to the published assessment task and dates will be given out in writing two weeks in advance unless there are exceptional circumstances

3. Submission of Hand-in Tasks

Students are required to:

- Submit tasks to the class teacher by the stipulated time on the specified date.
- Submit the task to the Head Teacher or Subject Assessment Coordinator if the class teacher is absent. Tasks should not be submitted to casual replacement teachers or another teacher in the staffroom.
- If a task is due on a day there is no timetabled lesson the task must be submitted to the classroom teacher before 9am unless otherwise specified.
- Submit the task in person. Under normal circumstances the school will not accept tasks delivered via email.

Note: Students who know in advance that they will be absent on the day a hand in task is due **MUST** submit their work before the due date. Therefore, holidays, tests for drivers' licences etc are not valid reasons for the late submission of a task.

Any student who is late to school on the day that an assessment task is due may be required to lodge an Illness/Misadventure form and produce a medical certificate in order to avoid a late penalty (zero mark). This is to ensure that no student gains an unfair advantage over other students by gaining additional time to complete or prepare for a task through absence from timetabled classes.

4. Trial HSC Examinations

The Trial HSC examinations are part of the HSC assessment task program and exactly the same rules and regulations apply as for the other HSC Assessment Tasks.

- An Illness/Misadventure form must be submitted for any task missed.
- A medical certificate must be attained for the entire time you are ill, not just the day of the exam.
- The school must be called to advise of any examination you will not be sitting.
- It is expected that the task will be completed immediately after the medical certificate has lapsed and you do not have a timetabled exam.

No appeal will be considered for students who do not follow the above process. Any advantage gained by having extra time to study and prepare for the exam will be considered malpractice and a zero mark will be awarded.

5. Oral Tasks

Students must demonstrate that they are prepared for any task that involves an oral component on the due date as per the task notification. A transcript or summary of the speech must be submitted on the due date and students should be prepared to present the task on this day. Failure to submit the transcript or do the speech when requested will be considered a non-attempt and a mark of zero will be awarded.

HSC ASSESSMENT PROGRAM

THE ILLNESS AND MISADVENTURE PROCESS

1. General Rules when applying for Illness or Misadventure

It is the responsibility of students to follow this process in the event of illness or misadventure.

- An Illness/Misadventure form must be collected from the Deputy Principal's office and the Head Teacher for the relevant faculty must be contacted on the day of return from absence when a task or due date has been missed.
- The Illness/Misadventure form must be fully completed and be accompanied by a medical certificate (in case of illness) or other supporting documentation (in case of misadventure).
- The Illness/Misadventure form must be lodged with the Deputy Principal on the day of return to school. Any Illness/Misadventure form lodged after this time will NOT be accepted, except under special circumstances as determined by the Deputy Principal or the Principal.
- No Illness/Misadventure form will be accepted after a task has been marked and returned.

2. Medical Certificates

The submission of a medical certificate does not automatically mean it will be accepted. Certificates that cite stress, anxiety or insomnia as a reason for absence will be looked at critically. As a general rule these may not be accepted.

Medical certificates should cover the entire period of the student's absence, not simply the day of the task. Any subsequent medical certificates should be from the same doctor or medical centre.

Medical certificates must show:

- Date of appointment
- Your Name
- Dates you are unfit to attend school and are expected to be ill
- Doctor's Name
- Address and phone number of medical surgery.

3. Application for Illness or Misadventure - What happens when this form is submitted?

- When you lodge your appeal, you are requesting consideration of your special circumstances.
- Your application will be considered by members of the HSC Assessment Committee.
- Appeals for missed tasks must be lodged **upon the day of return to school**.
- A record of all students who have missed tasks will be kept by the Head Teacher of each faculty.

NOTE: It is NOT automatic that your appeal will be accepted. You should contact the relevant Head Teacher if you have any queries regarding your appeal.

4. Alternative Tasks or Procedures

Students should be aware that when they miss a task they **cannot be guaranteed** the mark they might have obtained by doing the task on a specified date.

If an appeal is upheld by the HSC Assessment Committee for a missed task, the **Head Teacher** may:

- Authorise an alternative task be given as soon after the student's return to school as is reasonable and practicable
- Determine an alternative procedure in consultation with the HSC Assessment Committee.

The mark will be used as a **basis** on which to assess the student's position in relation to the other candidates for that particular task. This is sometimes necessary, as a substitute task does not always duplicate the same conditions and content as the original task.

When the position of the student has been established, the mark best reflecting the student's position in the overall mark distribution will be awarded and recorded.

5. When an alternative task cannot be given

If an alternative task cannot be given after the appeal for a missed assessment task has been upheld, a mark will be allocated by the Head Teacher **with the approval of the Principal only**. This is usually calculated mathematically at the end of the HSC Course.

6. Missing a renegotiated date for a missing task or extension of time

A re-negotiated date is a firm undertaking to complete the missed task or submit the hand-in task at that time. Students who do not comply with this must submit another appeal form, which will be considered on its merits as a new appeal.

7. Awards of zero for 50% of the assessment mark in a subject

If a student is awarded 0 marks for the equivalent of 50% of the total assessment mark for a subject because these tasks have been missed, the Principal cannot certify that the course has been satisfactorily studied. In this case, the course will not be included in the HSC results. This may mean that the students will not be eligible for the award of a Higher School Certificate, as a minimum of 10 units must be satisfactorily presented (with two of these units including English).

8. Appeals concerning the conduct of an assessment task

It is the school's responsibility to provide you with a clearly set out, unambiguous task, which is fairly administered.

If you have any concerns about the conduct of your task, you should lodge an Illness/Misadventure form. Advice on this matter can be sought from the Deputy Principals. Any such appeal should be lodged immediately the problem is identified. In most cases this will be within two days of the task.

As a general rule, appeals will **not** be accepted after results have been returned. Any variance to this would only be under exceptional circumstances.

Note: You can appeal against the procedure. You cannot formally appeal against the marks you receive for a task. If you have any concerns in this regard, you should direct them to the Head Teacher of the subject.

9. Policy for estimating marks for an assessment task

When will an estimate be used?

- When a successful appeal has been made by a student for missing an assessment task.
- When the mark for a task is to be derived from an alternative exam or alternative assessment task or the same task/exam completed at a later date than the scheduled time for the original task.

Please note – To be eligible for an estimate, a student must have satisfied the conditions for a successful appeal as set out in pages 8 -13 of this booklet.

All estimates for HSC assessment tasks will be determined by the faculty Head Teacher as directed by the Principal and Deputy Principal. The student will be advised of the outcome.

Four questions which will be considered when estimating a student's mark:

- What is the student's average overall performance in tasks so far?
- How have they ranked in other tasks?
- How similar have the previous tasks been?
- How has the student performed in this task compared to other like tasks?

In the case of any disagreement concerning estimated marks, the Principal, Mrs Girginis, will make the final decision concerning the mark or grade to be given.

10. Rules for Examinations

Formal examinations fulfil an important function in assessing students' achievement. As external examinations are used on a state-wide basis to measure student performance, students at GRC Oatley are exposed to rigorous formal examinations not only for assessment but also for experience in examination conduct, procedure and technique. Formal examinations may include oral examinations and performance examinations. The school has stringent rules of conduct in examinations. Not following these rules can result in a ZERO being awarded.

A list of examination rules is provided in Appendix B.

HSC ASSESSMENT PROGRAM FREQUENTLY ASKED QUESTIONS

1. What if I am absent when a task is notified?

Whenever students are absent from school, it is their responsibility to ensure that they know what work has been missed and to catch up on this work. The same conditions apply if students are absent when written notification of an assessment task is issued. No automatic extension is granted to students who are absent on the day the notice of the task is given. However, if a student has a prolonged absence, on the day of their return to school they may apply for consideration via the Illness and Misadventure process.

2. What if I am absent due to illness on the day of a task?

If you are absent on the day of a task due to illness, you are required to:

- Telephone the school to let the Deputy Principal or Head Teacher know of your absence
- Obtain a medical certificate for the time you are away (Section 7)
- **On the day of return**, collect an Illness/Misadventure form from the Deputy Principal. **You must also see the Head Teacher for that subject on the day of your return to negotiate when you will complete the task.**
- Complete this form and submit the completed form with the medical certificate **within 2 days** to the Deputy Principal.
- If the assessment is a hand in task, the task must be handed in before **9 am** on the day of return.

Important: Appeals lodged **after 2 days** of return to school will only be considered under special circumstances as determined by the assessment coordinator.

Any student who is late to school on the day that an assessment task is due may be required to lodge an assessment appeal and produce a medical certificate in order to avoid a late penalty (zero mark). This is to ensure that no student gains an unfair advantage over other students by gaining additional time to complete or prepare for a task through absence from timetabled classes.

Under normal circumstances, you will be expected to sit the missed assessment task as soon as possible after your return to school.

In the case of serious illness or extended absence, especially where several tasks have been missed, new dates may be negotiated with the assistance of the Deputy Principal.

3. What if I miss one of my examinations due to illness?

Any student who misses an exam will be required to sit the exam **within the exam time period**. Arrangements are to be made with the **Deputy Principal** only. Missed exams will be rescheduled at the **earliest time available** in the **examination timetable** or at another time approved by the **Deputy Principal**.

Failure to attend an exam requires a doctor's certificate covering the day of the exam and any additional days in the same absence period, immediately prior to your return to school. An Illness/Misadventure form and the doctor's certificate must be presented to the Deputy Principal on the *first day back to school*.

4. What if I become ill while at school before I sit the task?

If you become ill while at school before the commencement of an assessment task, you should:

- Inform the Deputy Principal or the Head Teacher.
- Collect an Illness/Misadventure form from the Deputy Principal.
- Obtain permission to go home if you are too sick to do the task. You must also obtain a medical certificate from your doctor to present with your medical certificate (you must not leave school without permission).
- Submit the completed form with the medical certificate **within 2** days of your return to the Deputy Principal.

Note: If you decide to do the task, no allowance can usually be made and you must accept the mark you receive.

Important: Appeals lodged **after 2 days** of return to school will only be considered under special circumstances as determined by the Deputy Principal.

5. What if I become ill during the task?

- In the unlikely event that you are taken ill during a task, you must notify the supervising teacher immediately. You may then apply for consideration by submitting an Illness/Misadventure form along with a medical certificate. It should be noted that an appeal of this nature will only be upheld in the most exceptional circumstances.
- **If you become ill during the completion of a deferred task:**
 - A new illness/misadventure form must be lodged with relevant documentation for the date/time of the deferred task. You must see the Deputy Principal immediately upon return to school to determine the outcome.
 - As you have already attempted a deferred task, the following can apply:
 - You may have opportunity to re-attempt the task (depending on the nature of the task and your circumstances), or
 - You may be awarded an estimate. This estimate would be generated with consideration to your performance in 'like' tasks, your current rank and your rank at the end of the year.
 - The final decision will be made considering your individual circumstances.

6. What if I will be absent from a task with prior approved leave?

If you know you will miss a task or the deadline of a hand in task because you will be absent from school on approved leave, you are required to:

- Have your absence approved by the Principal in advance.
- Complete an Illness/Misadventure form after consultation with the Deputy Principal and submit it in advance. You should supply all the necessary details, including a letter from your parent or guardian and a medical certificate where appropriate.
- Consult with the Head Teacher of the subject involved in advance.
- Negotiate a new date for the task (only if a hand-in task). This will usually be before the date scheduled for the task. In the case of an examination, an estimated mark will be given instead.

Note: Approved leave will only be granted where the date for your absence has been set externally and cannot be re-negotiated. Examples of this leave include school representation (eg: SRC or sport, overseas language exchange programs or a scheduled hospitalisation among others).

Holidays, tests for drivers' licences etc are not valid reasons to support an application for approved leave. Where the leave is not deemed valid and the task to be missed is of a nature requiring all students to sit the task at the same time, the student will not be able to sit an alternate paper and will be awarded a zero mark.

Please note: family holidays and travel are not considered a reasonable reason to miss HSC assessment tasks, as detailed by the NSW Department of Education under the 'Exemption of School Procedures' document. The NSW Department of Education encourages families to travel during school holidays.

7. What if I am absent on the day of a task for reasons other than illness?

If you are absent from a task because of misadventure or a personal matter you must follow the same procedures for absence due to illness:

- Telephone the school to let the Deputy Principal or Head Teacher know of your absence
- **On the day of return**, collect an Illness/Misadventure form from the office.
- Attach a letter of explanation from your parent or guardian. However, if the matter is confidential, you should refer this to the Principal or Counsellor, who can verify your appeal. In this instance, no more details are necessary on the form itself.
- Submit the completed form with any supporting documentation **within 2 days** to the Deputy Principal.

Important: Appeals lodged **after 2 days** of return to school will only be considered under special circumstances as determined by the Deputy Principal.

8. What if I am absent due to work placement when the task notification is issued or on the day of a task?

The work placement process requires that any student undertaking work placement is required to have prior teacher sign off/approval. This sign off process is an opportunity to teachers to advise students of what work and other procedures or tasks they may miss. However, it is also the responsibility of the student to check the assessment calendar for each subject before they go on work placement and to negotiate arrangements for task completion prior to work placement.

If you are absent on the day of a task due to work placement, you are required to:

- Advise your teacher and the Head Teacher for that subject that you will be on work placement to negotiate when the task will be completed.
- Collect an Illness/Misadventure form from the Deputy Principal and complete the form.
- Complete this form and submit the completed form **at least 2 days** prior to going on work placement to the Deputy Principal.
- If assessment is a hand in task, the task must be handed in before work placement commences

Any student who fails to follow the assessment procedures in relation to work placement will be awarded a late penalty (zero mark). This is to ensure that no student gains an unfair advantage over other students by gaining additional time to complete or prepare for a task through absence from timetabled classes.

Under normal circumstances, you will be expected to sit the missed assessment task as soon as possible after your return to school.

9. What if I have problems with computers and technology?

- It is every student's responsibility to ensure that work prepared on a computer is regularly backed up and saved either onto a hard copy or a USB so work is not lost.
- If your computer or printer malfunctions and you cannot print a final version of your work, you are required to submit the USB or working drafts printed during the preparation of the task. The library is also available to print assessment tasks at recess or lunch.
- Students are advised to:
 - keep at least one back up USB of work required for a HSC task
 - keep copies of all printed drafts made during the progress of the assignment
 - email your documents to and from school as an email attachment.
- The printing of assignments should not be left to the last minute. "Computer problems" will NOT be accepted as grounds for an appeal for an extension time.

10. What if I have an excursion on the day of an assessment task?

Timetabled assessment tasks must take precedence over all other school activities. Students are required to sit for the assessment task or submit a hand-in task as scheduled. In most cases no allowance will be made for students who attend an excursion for another subject instead of fulfilling their HSC assessment obligations on the given date. Exceptions can be made for mandatory fieldwork.

11. What if I miss a task or examination without an acceptable reason?

If a student misses or does not submit work by the due date, or if an appeal is not upheld by the Head Teacher, the following procedure applies:

- **If a task is missed or submitted late without an acceptable reason, the task will be awarded zero marks.** Students who know in advance that they will be absent on the day a hand-in task is due, **MUST** submit their work before the due date. Therefore, holidays, tests for drivers' licences etc are not valid reasons for the late submission of a task.

Note: If you are present in class during an oral task or written examination and are not prepared for the assessment, a mark of zero will be awarded.

12. What if I am late for a task?

Students must arrive punctually for tasks. Additional time will not be given or alternative arrangements made if a student is late. In exceptional circumstances, an Illness/Misadventure form must be lodged before any consideration can be given. Usually, difficulties with transport are not an acceptable reason for arriving late to a task.

13. When can zero marks be awarded?

Zero marks may be awarded:

- **When a student fails to make a genuine attempt at the task and has no grounds for Illness/Misadventure.** The student will still be required to make a genuine attempt at the task and a NSW Education Standards Authority "N" Determination Warning letter will be sent outlining the necessary action and time frame. A letter will also be sent to indicate the award of zero marks.
- **In cases of malpractice.** This is a serious offence and includes cheating or plagiarising (copying) and achieving an unfair advantage through purposeful absence (see [Malpractice Policy](#), page 19). All tasks must be the student's own work. A ZERO will be awarded in any case where cheating, purposeful absence or any attempt to cheat or plagiarism occurs (this includes downloading from the internet). The student will still be required to make a satisfactory attempt at the task and a NSW Education Standards Authority "N" Determination Warning letter will be sent outlining the necessary action and time frame. A letter will also be sent to indicate the award of zero marks.
- **When a student completes or submits the task later than the specified date, submits an Illness/Misadventure form but the Appeal is rejected.** The student has the right to appeal. A letter will also be sent to indicate the award of zero marks.
- **When a student completes or submits the task later than the specified date but does not submit an Illness/Misadventure Appeal Form.** A letter will also be sent to indicate the award of zero marks.
- **When a student fails to complete or submit the task and does not submit an Illness/Misadventure form.** The student will still be required to complete/submit the task and a NSW Education Standards Authority "N" Determination Warning letter will be sent outlining the necessary action and time frame. A letter will also be sent to indicate the award of zero marks.

14. What if I have changed subjects during the year or have transferred from another school?

Students who transfer to our school after the assessment program has begun or who change a subject during the year will be assessed with all other students. Tasks completed will be used to generate a final ranking with no mark disadvantage for tasks missed. Alternatively estimates may be used subject to Principal's approval.

Students who transfer schools after 30th June in Year 12 will receive an assessment provided by their original school. The student's assessment will then be moderated using the scaled examination performance of the original school.

15. What if I am repeating Year 12?

For a student who repeats Year 12, an assessment will be given which will be based on work/task completed in the repeat year only.

HSC ASSESSMENT PROGRAM MALPRACTICE POLICY

What is malpractice?

Malpractice in the HSC Assessment Program refers to any attempt by a student to improve their task by any means which does not give a true reflection of their own work or their own learning.

Examples of malpractice would include:

- Submitting work prepared by another person or artificial intelligence for an assignment
- Using sources of information or quotations which are not acknowledged
- Submitting downloaded text from the internet without appropriate acknowledgement
- Submitting work that has been plagiarised. This may include things such as; using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement or building on the ideas of another person without reference to the source
- Paying someone to write or prepare material
- Students having unauthorised paper or printed or written materials in their possession or visible/accessible during an assessment
- Using a programmable calculator during a test (Mathematics may be an exception but the calculator must be reset by the examination supervisor prior to the examination)
- Deliberately disturbing other students during a test
- Communicating with other students during a test
- Writing before or after instructed to during a test
- Making misleading statements about the word length of an assignment
- Having a mobile phone or Bluetooth headphones accessible in an exam room
- Consulting notes or a text or a using a mobile phone while on a toilet break during a test
- **Assisting another student to engage in malpractice**
- Gaining advantage by sitting exam/assessment task after having extra time to prepare.

Artificial Intelligence

The use of assessment is an effective tool to build a range of skills. As teachers, we value authentic student work which acknowledges sources. Assessment gives students the opportunity to research deeply, connect with different points of view, and learn how to develop a personal point of view and express it clearly. While Artificial Intelligence can be a valuable tool for learning and research, it can also be used for malpractice if not used ethically and responsibly.

The staff at GRC Oatley take academic integrity very seriously, and we have strict policies in place to detect and investigate any suspected cases of malpractice, including the use of plagiarism detection software and other methods. If a student is suspected of using AI to complete their assignments or assessments, it may constitute malpractice. We want students to build the above-mentioned skills to use later in their education and life, malpractice doesn't let them develop these skills.

There are several reasons why a teacher might suspect a student of using AI, including:

- Sudden improvement in the quality of work submitted by a student
- A notable difference between submitted tasks and a student's understanding as expressed verbally or in class-based written tasks
- Work submitted that contains complex language or concepts that the student has not been taught
- Sentence and paragraph structures that align with AI patterns of output
- Work that is of a high level without incorporating subject-specific knowledge or outcomes that AI is unable to integrate

What are the consequences of malpractice?

NESA requires that all student work submitted for assessment purposes must be solely the student's own work. They also guide us in how to maintain honesty in assessment practices. They advise:

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas.

Cases of alleged malpractice will be considered by a committee convened by the Principal. The Principal's decision in these matters will be final. The likely outcome of a case of malpractice would be that the student would be awarded zero for all or part of the task. It is possible that this could make the student ineligible for an award in that subject.

Purposeful absence: truancy and unacceptable reasons for absence before a task

Missing lessons for all or part of a school day in order to prepare for a task is malpractice.

When a student:

- Is absent from school the day immediately preceding an assessment task without providing a medical certificate, AND / OR
- Deliberately misses lessons in order to gain an advantage in a task.

The Principal can deem the student to have an unfair advantage and this is deemed to be malpractice. In most cases the Principal will apply a penalty of a zero mark. If a student is absent on the day immediately preceding an assessment task, they are required to complete an illness and misadventure form and produce a medical certificate in order to avoid a penalty. Each case will be treated individually. If it is evident that malpractice has occurred, a penalty of a zero mark will result.

Working on tasks during the lesson of other subjects

Students must not truant classes to work on assessment tasks or use time during lessons of other subjects, unless prior approval has been sought and given by the Head Teachers involved. This approval is very unlikely to be given and will only happen under exceptional circumstances. Students may work on assessment tasks during designated study periods.

Students who use time during lessons of other subjects to work on assessment tasks or to study for exams/tasks to be held that day will be deemed to have gained an unfair advantage over other students and will consequently receive a zero for this task.

HSC ASSESSMENT PROGRAM NON-SERIOUS ATTEMPT POLICY

Completion of HSC internal assessment tasks

The NSW Education Standards Authority (NESA) expects students to attempt all assessment tasks set. The **minimum requirement** is that the student must make a genuine attempt at assessment tasks that contribute **in excess of 50 per cent** of available tasks in the course. A student who does not comply with the assessment requirements and receives a **non-completion determination** in a course will have neither an assessment mark nor an examination mark awarded for that course.

In the case of Extension courses, students who do not comply with the minimum assessment requirements for any co-requisite course will not receive a result in either course.

What is a non-serious attempt of a task?

A non-serious attempt is where a student submits an assessment task which shows little or no thorough / effort, which is generally incomplete or which contains frivolous or objectionable material. Where a teacher and Head Teacher have deemed a student to have made a non-serious attempt, a mark of zero will be awarded. The matter will be referred to the School Assessment Committee and an 'N' warning letter will be sent to reflect that the student has not seriously attempted the assessment task.

The current NESA HSC Rules and Procedures state that "students are required to attempt a range of question types throughout the examination paper. Simply attempting multiple-choice questions is not sufficient for an attempt to be considered serious... answers not written in English, except where required or permitted by the question paper, will have zero marks awarded".

HSC ASSESSMENT PROGRAM NESA "N" DETERMINATION WARNING POLICY

What Is an "N" Determination?

An "N" Determination in a course means that the course will not be listed on the student's HSC Record of Achievement. This may mean that a student is no longer eligible for the award of the Higher School Certificate in that year.

Purpose of the "N" Determination Warning Letters

"N" Determination Warning letters are sent to provide students with the opportunity to redress a situation which may place the award of the Higher School Certificate at risk. Specifically, there must be sufficient evidence to indicate that a student has met NESA requirements for the satisfactory completion of the Higher School Certificate:

- Followed the course developed or endorsed by NESA; and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- Achieved some or all of the course outcomes.

When are “N” Determination Warning Letters Sent?

“N” Determination Warning letters are sent when a student fails to meet one or more of the NSW Education Standards Authority’s requirements for the satisfactory completion of the HSC. This may include repeated failure to complete class work or homework; incomplete bookwork; a non-serious attempt at an assessment task; late submission of an assessment task; non-submission of an assessment task and/or malpractice.

Whilst NESA does not stipulate a specific attendance requirement, the school, in accordance with NESA policy, has determined that an attendance rate below 85% would make it difficult for a student to meet course completion criteria. An “N” Determination Warning letter would be sent in these circumstances.

The school uses a range of procedures to monitor student progress and ensure that students receive early warning when they are not meeting requirements for the satisfactory completion of a course.

“N” Determination Warning Letters may be result from:

- Teacher, e.g. incomplete class work, homework or bookwork.
- Faculty, e.g. non-serious attempt at an assessment task, failure to complete a component of an assessment task, malpractice, late or non-submission of an assessment task.
- Mid-term reviews.
- Learning Support Team meetings where particular issues are identified, eg prolonged or repeated absences which prevent students meeting course completion criteria.
- Half Yearly report.

What Information is provided in an “N” Determination Warning Letter?

- The number of warnings issued in the subject
- The course completion criteria which the student is failing to meet
- The nature of the problem and the time frame
- The action required by the student to rectify the situation and the new time frame.

How Does a Student Resolve the Situation?

If the student completes the action required by the specified date, the “N” Determination Warning letter is cleared. Note that students who receive repeated “N” Determination Warning letters are at risk of an “N” Determination, even in circumstances where they have completed the required action.

What Happens If the Student Does Not Respond to the “N” Determination Warning Letter?

In these circumstances, the “N” Determination Warning remains unresolved. A minimum of two course-specific warnings are required prior to a final “N” Determination being made.

Notification of an “N” Determination

Students will receive official notification from the school of a Final “N” Determination for a course. The letter informs students of their right to appeal to the Principal and the procedures required to do this. If this appeal is unsuccessful, students may appeal to the NSW Education Standards Authority.

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

ILLNESS / MISADVENTURE APPEAL / DEFERRED EXAMS

APPLICATION FORM

NAME: _____ YEAR: 11 / 12

1. SUBJECT(S)	TASK NUMBER / NAME	DATE(S) of TASK(S)	TASK COMPLETED Y / N	DETAILS OF ILLNESS / MISADVENTURE

2. To whom did you report your illness / misadventure?

3. Evidence attached:

☐ Doctor's Certificate
 ☐ Relevant Official Person
 ☐ Other

Comment on how you were affected: _____

4. STUDENT APPEAL: (Please tick the appropriate box or boxes)

- ☐ I request permission to do the exam/hand in the assessment task at a later date due to the reasons above.
- ☐ I consider that my examination assessment task performance was affected by unforeseen illness or misadventure which occurred immediately before or during the task.
Complete Section A or Section B (see back)

Student signature: _____ Date: / /

DEPUTY PRINCIPAL TO COMPLETE

- ☐ Please grant an extension until _____
☐ Please estimate and adjust if appropriate.
☐ Not approved because _____

DP signature: _____

Date: / /

HT ADMIN TO COMPLETE

Exam rescheduled for _____

☐ Student informed in writing

HT Admin's signature: _____

Date: / /

HEAD TEACHER TO COMPLETE and return to student

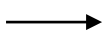
Your appeal has been upheld and correct procedures followed to estimate your result based on past performance. The result is as follows: Task Attempted YES / NO

- ☐ Your estimate _____
☐ Your result was equal to or higher than estimated. No adjustment has been made.
☐ Your result was below the estimate. Your mark has been adjusted accordingly. Your estimate is _____

NOTE: Any requests for review of this decision with reasons must be given to the principal in writing, with reasons, within three days.

Head Teacher's signature: _____ Date: / /

Office: SENTRAL Entry



Attention:

Section A

Independent evidence of illness: to be completed by a medical practitioner

Diagnosis of medical condition : _____

Date of onset of illness: _____

Date(s) and time(s) of all consultations relating to this illness: _____

Please describe how the student's condition/symptoms could affect their examination performance.

It is essential that you provide full details in the space provided or on additional sheet(s) and attach

Them to the application(s).

Any other comments or information which may assist in the assessment of the student's appeal.

(If there is not enough space, please attach additional sheet(s)).

Please note that any fee for providing this report is the responsibility of the student.

Name of Doctor or other Health professional providing this information. _____

Profession: _____ Place of work/organisation: _____

Address: _____

Contact phone: _____ Signed: _____ Date: _____

Section B

Independent evidence of misadventure to be completed by a relevant person Such as a police officer or counsellor

Date of misadventure event: _____

Were you a witness to the event? Yes / No _____

If No how did you obtain the evidence you are providing? _____

Are you known to the student? Yes / No. If Yes, nature of relationship: _____

Description of event: _____

Name: _____

Profession: _____ Place of work/organisation: _____

Address: _____

Contact Phone: _____ Signed: _____ Date: _____

Appeals Due to Illness or Misadventure

Information Guide for Students

The Assessment Task / Misadventure Appeal program assists students who:

A. Are prevented from attending an examination (including a practical examination) due to illness or Unforeseen Misadventure,

Or

B. Consider that their performance in an assessment task / examination has been affected by illness or Misadventure immediately before or during the examination.

If either of the above categories applies to you, you will need to complete an Illness / Misadventure Appeal form.

It is important to read the complete Assessment policy issued to all students and also in your student study Planner. Students must be aware of what to do in terms of absence on the day of an assessment task.

A/ Absence for an In-School Assessment Task (both hand in and class task)

Ring and notify the school on the day the task is due.

Obtain the necessary documentation e.g. Medical certificate. The Medical certificate must state:

“Unable to attend school to attempt (or hand in) HSC assessment task” with the date of the task
And reason

On the first day of your return, immediately see Head Teacher or Teacher of the task that you missed

To arrange time to complete the task. Be prepared to do the task on the day of your return.

After seeing HT/Teacher, report to Deputy Principal to obtain Illness/Misadventure application.

Complete the first 4 sections of the form and tick (✓) box 1 in **STUDENT APPEAL** section.

Submit supporting documentation.

B/ Performance in an Assessment Task

Notify your teacher on the day the task is due / being held.

Report to Deputy Principal to obtain Illness / Misadventure application.

Complete the first 4 sections of the form and tick (✓) box 2 in **STUDENT APPEAL** section.

Complete section A or B on back of form.

Please note:

The Illness / Misadventure is an application that will be considered. Documentation must be provided With the Illness / Misadventure application. A letter from a parent is not sufficient for a NESAs Assessment task.

Appendix B

Examination Rules

FULL SCHOOL UNIFORM MUST BE WORN TO ALL EXAMS.

STUDENTS MUST PRESENT WITH THEIR STUDENT ID CARD.

- Assemble near the designated exam venue at least 10 minutes before the exam starting time.
- Before entering the exam venue, have all the equipment needed for the exam removed from your bag.
- You **MUST** use a **BLACK INK pen** for your exams.
- Only essential equipment needed for the examination will be permitted to be taken to your desk. No pencil cases or electronic equipment not approved by NESA will be allowed at your desk. All other equipment and bags must be left in the area designated by the supervisor.
- **Mobile phones or other SMART devices are to be TURNED OFF and left in bags OR at the front of the room.**
- No student will be admitted after the first hour or will be permitted to leave the exam.
- No food or drink (except water) is to be taken to your examination desk. Water **MUST** be in a clear bottle with no label.
- You must enter the examination room **QUIETLY**; there is to be no talking from the time the first paper is handed out, and the last paper is collected. **Any talking during this time could result in the cancellation of all or part of your paper.**
- **Cheating in an examination is a serious offence. Students suspected of seeking information from any source not approved for that paper may have their paper cancelled.**
- If you need assistance during an examination, raise your hand for the supervisor. **DO NOT leave your seat.**
- You will not be allowed to take an exam paper, or any paper, out of the room.
- Supervising teachers are not permitted to give assistance of any kind, except to clarify a misprint on the paper. Interpretations of questions will not be offered.
- Each student is responsible for ensuring that all of their answers are appropriately bundled, that each sheet is labelled correctly, and that they are handed in at the end of the session.
- Prepare all your equipment the night before and check examination starting times.

ABSENCE: if you are absent on the day of the examination, you MUST follow this procedure:

1. A parent or guardian **MUST phone the school** to explain your absence.
2. As soon as you are able, you must report to the **DEPUTY** and **complete an Illness/Misadventure** form, completing the DEFER an EXAM section. Evidence must be attached e.g. Medical Certificate.
3. See the **HT Admin. She will organise an ALTERNATE time** for the exam, during the exam period.
4. Failure to follow this procedure may result in a **ZERO** being awarded.

Appendix C

NESA GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide consistent meaning in HSC documents. Using the glossary will help students understand what is expected in responses to assessment tasks.

<i>Account</i>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
<i>Analyse</i>	Identify components and the relationship between them; draw out and relate implications
<i>Apply</i>	Use, utilise, employ in a particular situation
<i>Appreciate</i>	Make a judgement about the value of
<i>Assess</i>	Make a judgement of value, quality, outcomes, results or size
<i>Calculate</i>	Ascertain/determine from given facts, figures or information
<i>Clarify</i>	Make clear or plain
<i>Classify</i>	Arrange or include in classes/categories
<i>Compare</i>	Show how things are similar or different
<i>Construct</i>	Make; build; put together items or arguments
<i>Contrast</i>	Show how things are different or opposite
<i>Critically (analyse/evaluate)</i>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/ evaluation)
<i>Deduce</i>	Draw conclusions
<i>Define</i>	State meaning and identify essential qualities
<i>Demonstrate</i>	Show by example
<i>Describe</i>	Provide characteristics and features
<i>Discuss</i>	Identify issues and provide points for and/or against
<i>Distinguish</i>	Recognise or note/indicate as being distinct or different from; to note differences between
<i>Evaluate</i>	Make a judgement based on criteria; determine the value of
<i>Examine</i>	Inquire into
<i>Explain</i>	Relate cause and effect; make the relationships between things evident; provide why and/or how
<i>Extract</i>	Choose relevant and/or appropriate details
<i>Extrapolate</i>	Infer from what is known
<i>Identify</i>	Recognise and name
<i>Interpret</i>	Draw meaning from
<i>Investigate</i>	Plan, inquire into and draw conclusions about
<i>Justify</i>	Support an argument or conclusion
<i>Outline</i>	Sketch in general terms; indicate the main features of
<i>Predict</i>	Suggest what may happen based on available information
<i>Propose</i>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<i>Recall</i>	Present remembered ideas, facts or experiences
<i>Recommend</i>	Provide reasons in favour
<i>Recount</i>	Retell a series of events
<i>Summarise</i>	Express, concisely, the relevant details
<i>Synthesise</i>	Putting together various elements to make a whole

YEAR 12 ASSESSMENT CALENDAR

Term 4, 2023

Monday 9th of October 2023 – Friday 15th of December 2023

Please note: students studying a VET subject should refer to the VET Course Framework document

WEEK beginning	SUBJECTS ASSESSED
1 9/10	
2 16/10	
3 23/10	
4 30/10	
5 6/11	
6 13/11	Personal Development/Health/Physical Education, Legal Studies, Physics
7 20/11	Chemistry, Sport, Lifestyle and Recreation Studies, Italian Beginners, Modern Greek Beginners, Japanese Beginners, Japanese Continuers, Aboriginal Studies
8 27/11 Assessment Week	English Advanced, English Standard, English Studies, Mathematics Standard 1, Mathematics Standard 2, Business Studies, Music 1(Practical), Music 2(Practical), Visual Arts, Ancient History, Community and Family Studies, Photography, Video and Digital Imaging (Hand-in)
9 4/12	Mathematics Advanced, Economics, Drama (Hand-in), Music 1, Music 2, Chinese and Literature (Writing), Chinese in Context, Information Processes and Technology (Hand-in), Engineering Studies (Hand-in), Software Design and Development (Open book), Design and Technology (Hand-in), Textiles and Design (Hand-in), Food Technology, Biology, Ceramics
10 11/12	English EAL/D, English Extension 2, Mathematics Extension 1, Earth and Environmental Science, Chinese and Literature (Speaking), Society and Culture, Modern History, Industrial Technology – Timber Products and Furniture Technologies (Hand-in), Geography

YEAR 12 ASSESSMENT CALENDAR

Term 1, 2024

Friday 2ND February 2024 – Friday 12th April 2024

WEEK beginning	SUBJECTS ASSESSED
1 29/1 29 th P.H. (30 th & 31 st SDD)	
2 5/2	Mathematics Extension 2
3 12/2	Investigating Science, Dance
4 19/2	English Extension 1
5 26/2	Society and Culture
6 4/3	History Extension, Ancient History
7 11/3	Chinese and Literature, Chinese in Context, Italian Beginners, Japanese Beginners, Japanese Continuers (Writing/Speaking), Modern Greek Beginners, Earth and Environmental Science, Legal Studies, Physics, Design and Technology (hand-in)
8 18/3	Music 1 (Core Performance), Aboriginal Studies, Personal Development/Health/Physical Education, Textiles and Design, Industrial Technology – Timber Products and Furniture Technologies
8 22/3 Assessment Day	English Advanced, English Standard, English Studies
9 25/3 P.H 29/3 Assessment Week	Mathematics Standard 1, Mathematics Standard 2, Business Studies, Biology, Chemistry, Modern History, Drama (Individual Project), Music 1 (Aural), Music 2, Economics, Information Processes and Technology(hand-in), Engineering Studies(hand-in), Software Design and Development (Hand-in)
10 1/4 P.H 1/4	Mathematics Advanced, English Extension 2, Drama (Theatre Performance and Essay), Community and Family Studies, Geography
11 8/4	English EAL/D, Mathematics Extension 1, Investigating Science, Food Technology

YEAR 12 ASSESSMENT CALENDAR

Term 2, 2024

Monday 29th April 2024 – Friday 5th July 2024

WEEK beginning	SUBJECTS ASSESSED
1 29/4 (29 th SDD)	Mathematics Extension 2, Photography, Video and Digital Imaging
2 6/5	
3 13/5	
4 20/5	Physics, Sport, Lifestyle and Recreation Studies
5 27/5	Community and Family Studies
6 3/6	Earth and Environmental Science, Dance, Sport, Lifestyle and Recreation Studies
7 10/6 10th P.H.	English Studies, History Extension, Italian Beginners, Japanese Beginners, Japanese Continuers, Modern Greek Beginners, Modern History (Hand-in), Investigating Science, Chinese and Literature, Ceramics,
8 17/6 Assessment Week	English Advanced, English Standard, Mathematics Standard 1, Mathematics Standard 2, Biology, Chemistry, Ancient History, Business Studies, Personal Development/Health/Physical Education, Drama (Trial), Music 1(Trial), Music 2(Trial), Society and Culture
9 24/6	Mathematics Advanced, Economics, Information Processes and Technology (Hand-in), Engineering Studies, Textiles and Design, Industrial Technology – Timber Products and Furniture Technologies (Hand-in), Aboriginal Studies, Geography, Visual Arts, Legal Studies
10 1/7	English EAL/D, English Extension 1, English Extension 2, Mathematics Extension 1, Drama (Group Performance), Software Design and Development (Hand-in), Dance
	Homework Free Holidays - Major Work Focus and Trial Preparation

YEAR 12 ASSESSMENT CALENDAR

Term 3 , 2024

Monday 22nd July 2024 – Friday 27th September 2024

WEEK beginning	SUBJECTS ASSESSED	
1 22/7 (22 nd SDD)	Dance (Trial), Mathematics Extension 2, Food Technology (Hand-in)	
2 29/7	Design and Technology Peer Review and Showcase	
3 5/8	Ceramics – Major Project, Drama/Music Showcase (Individual/Group Performances - Trial), Visual Arts – Body of Work – Friday 9/8 (Trial), Photography, Video and Digital Imaging – Major Project Society and Culture Major Work Due – Monday 5/8	
4 12/8	TRIAL HSC EXAMS	Industrial Technology – Timber and Furniture Technologies – Major Work - Thursday 15/8 - 3pm Dance HSC Practical Examinations
5 19/8	TRIAL HSC EXAMS	Textiles – Major Work – Monday 19/8 – 3pm English Extension 2 Major Work – Friday 23/8 -3pm Dance HSC Practical Examinations
6 26/8	TRIAL HSC EXAMS	Design and Technology – Major Work – Thursday 29/8 –3pm Drama HSC Practical Examinations
7 2/9	ASSESSMENT FREE WEEK	Visual Arts Major Work – Monday 2/9 – 3pm Drama HSC Practical Examinations
8 9/9	ASSESSMENT FREE WEEK	Music HSC Practical Examinations
9 16/9	ASSESSMENT FREE WEEK	Music HSC Practical Examinations
10 23/9	ASSESSMENT FREE WEEK	



2024

**ENGLISH
HSC
Assessment
Schedules**

Revised and updated 15th September 2023

Oatley Senior Campus specialises in HSC learning and maximises post-school opportunities for our students in an atmosphere appropriate to their needs. Individual worth, character education, work ethic and social values are given the highest priority.

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: ENGLISH - ADVANCED (2 UNIT)

Components	Weighting %	TASK 1 Term 4 Week 8 <i>Text and Human Experiences</i> Multimodal Task (5%) Prescribed Text Essay and Short Answer (20%)	TASK 2 Term 1 Week 8 Module A Essay (20%) (Timed response)	TASK 3 Term 2 Week 8 <i>Craft of Writing</i> Response to stimulus and Reflective Writing (25%)	TASK 4 Term 3 Trial HSC Examination Period <i>Trial Examination</i> Paper 1: Text and Human Experience Paper 2: Modules (30%)
Knowledge and understanding of course content	50	15	10	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	10	15	15
Total %	100	25	20	25	30
Outcomes Assessed		EA 12-2 EA 12-3 EA 12-7 EA 12-8	EA 12-1 EA 12-6 EA 12-7 EA 12-8	EA 12-1 EA 12-4 EA 12-5 EA 12-9	All Outcomes

Course Outcomes:

- EA12-1** independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA12-2** uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA 12-3** critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
- EA 12-4** strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA 12-5** thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA 12-6** investigates and evaluates the relationships between texts
- EA 12-7** evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA 12-8** explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
- EA 12-9** reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: ENGLISH - STANDARD (2 UNIT)

Components	Weighting %	TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 8 <i>Text and Human Experiences</i> Multimodal Task (5%) Prescribed Text Essay and Short Answer (20%)	Term 1 Week 8 Module A Essay (20%) (Timed response)	Term 2 Week 8 <i>Craft of Writing</i> Response to stimulus and Reflective Writing (25%)	Term 3 Trial HSC Examination Period <i>Trial Examination</i> Paper 1: Text and Human Experience Paper 2: Modules (30%)
Knowledge and understanding of course content	50	15	10	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	10	15	15
Total %	100	25	20	25	30
Outcomes Assessed		EN 12-2, EN 12-3 EN 12-7 EN 12-8	EN 12-1 EN 12-4 EN 12-5 EN 12-9	EN 12-1 EN 12-3 EN 12-5 EN 12-8	All Outcomes

Course Outcomes:

- EN12-1** independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN12-2** uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EN12-3** analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning
- EN12-4** adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
- EN12-5** thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
- EN12-6** investigates and explains the relationships between texts
- EN12-7** explains and evaluates the diverse ways texts can represent personal and public worlds
- EN12-8** explains and assesses cultural assumptions in texts and their effects on meaning
- EN12-9** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: ENGLISH EAL/D (2 UNIT)

Components	Weighting %	TASK 1 Term 4 Week 10 Multimodal Presentation (in class)	TASK 2 Term 1 Week 11 Module B Reading and Writing	TASK 3 Term 2 Week 10 Module D Focus on Writing	TASK 4 Term 3 Trial HSC Examination Period Trial Examination
Knowledge and understanding of course content	50	10	15	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	10	15	15
Total %	100	20	25	25	30
Outcomes Assessed		EAL12 - 1B EAL12 - 3 EAL12 - 6 EAL12 - 7 EAL12 - 8	EAL12 - 3 EAL12 - 6 EAL12 - 7 EAL12 - 8	EAL12 - 1A EAL12 - 1B EAL12 - 4 EAL12 - 5 EAL12 - 9	EAL12 - 1A EAL12 - 1B EAL12 - 2 EAL12 - 5 EAL12 - 6

Course Outcomes:

- EAL12 – 1A** responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EAL12 - 1B** communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts
- EAL12 – 2** uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
- EAL12 – 3** identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and purposes, audiences and contexts, and analyses and evaluates their effects on meaning
- EAL12 – 4** applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
- EAL12 – 5** thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts
- EAL12 – 6** investigates and evaluates the relationship between texts
- EAL12 – 7** integrates understanding of the diverse ways texts can represent personal and public worlds
- EAL12 – 8** analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning
- EAL12 – 9** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: ENGLISH STUDIES (2 UNIT)

Components	Weighting %	TASK 1 Term 4 Week 8 Timed Short Answer/ Extended Response	TASK 2 Term 1 Week 8 Multimodal: listening/viewing/ responding	TASK 3 Term 2 Week 7 Portfolio of Work	TASK 4 Term 3 Trial HSC Examination Period Formal examination
Knowledge and understanding of course content	50	15	10	15	10
Skills in: <ul style="list-style-type: none"> Comprehending texts Communicating ideas Using language accurately, appropriately and effectively 	50	15	10	15	10
Total %	100	30	20	30	20
Outcomes Assessed		ES12-2 ES12-3 ES12-6 ES12-9	ES12-1 ES12-2 ES12-5 ES12-7 ES12-8 ES12-9	ES12-4 ES12-5 ES12-6 ES12-7 ES12-8 ES12-9	All

Course Outcomes:

ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES12-3 accesses, comprehends and uses information to communicate in a variety of ways

ES12-4 composes proficient texts in different forms

ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences

ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

ES12-7 represents own ideas in critical, interpretive and imaginative texts

ES12-8 understands and explains the relationships between texts

ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences

ES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: ENGLISH – EXTENSION 1 (1 UNIT)

Components	Weighting %	TASK 1 Term 1 Week 4 Common Module: Literary Worlds Creative Writing Portfolio	TASK 2 Term 2 Week 10 Elective: Literary Homelands Related Text and Prescribed Text Critical Response	TASK 4 Term 3 Trial HSC Examination Period Literary Worlds and Literary Homelands Trial Examination
Knowledge and understanding of complex texts and of how and why they are valued	50	20	15	15
Skills in complex analysis, sustained composition and independent investigation	50	20	15	15
Total %	100	40	30	30
Outcomes Assessed		EE12-1 EE12-2 EE12-5	EE12-1 EE12-3 EE12-4	EE12-1 EE12-2 EE12-3 EE12-4 EE12-5

Course Outcomes:

EE12-1 demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies

EE12-2 analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts

EE12-3 independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts

EE12-4 critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts

EE12-5 reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: ENGLISH – EXTENSION 2 (1 UNIT)

Components	Weighting %	TASK 1 Term 4 Week 10 Viva Voce	TASK 2 Term 1 Week 10 Literature Review (Hand in)	TASK 3 Term 2 Week 10 Critique of Creative Process (Hand in)
Skills in extensive independent research	50	15	20	15
Skills in sustained composition	50	15	20	15
Total %	100	30	40	30
Objectives		EEX 12-1 EEX 12-2 EEX 12-4	EEX 12-1 EEX 12-3 EEX 12-4	EEX 12-1 EEX 12-3 EEX12-5

Course Outcomes:

- EEX12-1** demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology
- EEX12-2** strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context
- EEX12-3** applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition
- EEX12-4** undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea
- EEX12-5** reflects on and evaluates the composition process and the effectiveness of their own published composition



2024

**MATHEMATICS
HSC
Assessment
Schedules**

Revised and updated 15th September 2023

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GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: MATHEMATICS STANDARD 1 (2 UNIT)

Component	Weighting %	TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 8 Test Algebra-Types of Relationships	Term 1 Week 9 Test Measurement - Right-angled triangles, Rates, Scale Drawing Financial Mathematics Investments	Term 2 Week 8 Open book test Financial Mathematics- Depreciation and Loans) Statistical Analysis Further Statistical Analysis	Term 3 Trial HSC Examination Period Trial HSC Examination Algebra, Measurement, Financial Mathematics, Statistical Analysis, Networks
Understanding, fluency and communication	50	10	15	10	15
Problem solving, reasoning and justification	50	10	15	10	15
Total %	100	20	30	20	30
Outcomes assessed		MS1-12-1,6,10	MS1-12-1,3,4, 5,10	MS1-12-5,7,10	MS1-12-1-8, 10

Course Outcomes:

- MS1-12-1** uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts.
- MS1-12-2** analyses representations of data in order to make predictions and draw conclusions
- MS1-12-3** interprets the results of measurements and calculations and makes judgements about their reasonableness.
- MS1-12-4** analyses simple two-dimensional and three-dimensional models to solve practical problems.
- MS1-12-5** makes informed decisions about financial situations likely to be encountered post-school
- MS1-12-6** represents the relationships between changing quantities in algebraic and graphical forms
- MS1-12-7** solves problems requiring statistical processes
- MS1-12-8** applies network techniques to solve problems.
- MS1-12-9** chooses and uses appropriate technology effectively and recognises appropriate times for such use
- MS1-12-10** uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to other

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: MATHEMATICS STANDARD 2 (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 8	Term 1 Week 9	Term 2 Week 8	Term 3 Trial HSC Examination Period
		Test	Test	Open book test	Trial HSC Examination
Component	Weighting %	Algebra	Measurement	Financial Mathematics Statistics	Algebra Measurement Financial Mathematics Statistical Analysis Networks
Understanding, fluency and communication	50	10	15	10	15
Problem solving, reasoning and justification	50	10	15	10	15
Total %	100	20	30	20	30
Outcomes assessed		MS2-12-1,6,10	MS2-12-3, 4,10	MS2-12- 2,5,7,10	MS2-12-1,2, 3, 4, 5, 6, 7, 8,10

Course Outcomes:

- MS2-12-1** uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MS2-12-2** analyses representations of data in order to make inferences, predictions and draw conclusions
- MS2-12-3** interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate
- MS2-12-4** analyses two-dimensional and three-dimensional models to solve practical problems
- MS2-12-5** makes informed decisions about financial situations, including annuities and loan repayments
- MS2-12-6** solves problems by representing the relationships between changing quantities in algebraic and graphical forms
- MS2-12-7** solves problems requiring statistical processes, including the use of the normal distribution and the correlation of Bivariate data
- MS2-12-8** solves problems using networks to model decision-making in practical problems
- MS2-12-9** chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use.
- MS2-12-10** uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: MATHEMATICS ADVANCED (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Trial HSC Examination Period
		Test	Test	Open book test	
Component	Weighting %	Statistical Analysis Functions Calculus	Calculus	Trigonometric Functions Financial Mathematics Statistical Analysis (Descriptive Statistics)	Trial HSC Examination Functions, Trigonometric Functions, Calculus, Financial Mathematics, Statistical Analysis
Understanding, fluency and communication	50	10	15	10	15
Problem solving, reasoning and justification	50	10	15	10	15
Total %	100	20	30	20	30
Outcomes assessed		MA11-7,9 MA12-1,3,6,7,10	MA12-3,6,7,10	MA12- 1,2,4,5,8,10	MA12-1-8,10

Course Outcomes:

- MA12-1** uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts.
- MA12-2** models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques.
- MA12-3** applies calculus techniques to model and solve problems
- MA12-4** applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
- MA12-5** applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
- MA12-6** applies appropriate differentiation methods to solve problems
- MA12-7** applies the concepts and techniques of indefinite and definite integrals in the solution of problems
- MA12-8** solves problems using appropriate statistical processes
- MA12-9** chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use.
- MA12-10** constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: MATHEMATICS EXTENSION 1 (1 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
Component	Weighting %	Term 4 Week 10 Test Combinations Proof	Term 1 Week 11 Test Vectors, Calculus	Term 2 Week 10 Open book test Trigonometric Functions Calculus	Term 3 Trial HSC Examination Period Trial HSC Examination Proof, Vector, Trigonometric Functions, Calculus, Statistical Analysis
Understanding, fluency and communication	50	10	15	10	15
Problem solving, reasoning and justification	50	10	15	10	15
Total %	100	20	30	20	30
Outcomes assessed		ME11-5,7 ME12-1,7	ME12-1,2,4,7	ME12-1,2,3,4,7	ME12-1,2,3,4,5,7

Course Outcomes:

ME12-1	applies techniques involving proof or calculus to model and solve problems
ME12-2	applies concepts and techniques involving vectors and projectiles to solve problems
ME12-3	applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
ME12-4	uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution
ME12-5	applies appropriate statistical processes to present, analyse and interpret data
ME12-6	chooses and uses appropriate technology to solve problems in a range of contexts
ME12-7	evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: MATHEMATICS EXTENSION 2

Component	Weighting %	TASK 1 Term 1 Week 2 Test Complex Numbers	TASK 2 Term 2 Week 2 Test Proof Calculus	TASK 3 Term 3 Week 1 Open book test Calculus Mechanics	TASK 4 Term 3 Trial HSC Examination Period Trial HSC Examination Proof, Vectors, Complex Numbers, Calculus, Mechanics
Understanding, fluency and communication	50	10	15	10	15
Problem solving, reasoning and justification	50	10	15	10	15
Marks	100	20	30	20	30
Total %	100	20	30	20	30
Outcomes assessed		MEX 12-1,4,7, 8	MEX 12-1, 2, 5, 7, 8	MEX 12-1, 5, 6 7, 8	MEX 12-1, 2, 3, 4, 5, 6, 7, 8

Course Outcomes:

- MEX12-1** understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts
- MEX12-2** chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings.
- MEX12-3** uses vectors to model and solve problems in two and three dimensions
- MEX12-4** uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems
- MEX12-5** applies techniques of integration to structured and unstructured problems
- MEX12-6** uses mechanics to model and solve practical problems
- MEX12-7** applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems.
- MEX12-8** communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument.



2024

**SCIENCE
HSC
Assessment
Schedules**

Revised and updated 15th September 2023

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GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: CHEMISTRY (2 UNIT)

Components	Weighting %	TASK 1 Term 4 Week 7 Module 5: Equilibrium and Acid Reactions	TASK 2 Term 1 Week 9 Module 6: Acid/Base Reactions	TASK 3 Term 2 Week 8 Module 7: Organic Chemistry	TASK 4 Term 3 Trial HSC Examination Period Content Area All core modules
		Depth Study/ In Class Task	Practical Test	Research task	Trial HSC examination
Skills in working scientifically	60	15	20	15	10
Knowledge and understanding of course Content	40	10	5	5	20
Total %	100	25	25	20	30
Outcomes Assessed		CH12- 1, CH12- 2, CH12- 3, CH12- 5, CH12- 7, CH12-12	CH12- 3, CH12- 5, CH12- 6, CH12- 7, CH12- 13	CH12- 4, CH12- 5, CH12- 7, CH12- 14	CH12- 6, CH12- 7, CH12- 12, CH12- 13, CH12- 14, CH12- 15

Course Outcomes:

CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH11/12-5 analyses and evaluates primary and secondary data and information

CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

CH12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems

CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models

CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds

CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: EARTH AND ENVIRONMENTAL SCIENCE (2 UNIT)

Components	Weighting %	TASK 1 Term 4 Week 10 Module 5 Earth's Processes	TASK 2 Term 1 Week 7 Module 6 Hazards	TASK 3 Term 2 Week 6 Module 7 Climate Science	TASK 4 Term 3 Trial HSC Examination Period All Modules
		Depth Study/ Modelling	Research Task	Evaluating research	Trials Examination
Skills in working scientifically	60	20	15	20	5
Knowledge and understanding of course content	40	5	5	5	25
Total %	100	25	20	25	30
Outcomes Assessed		EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-5, EES11/12-6, EES11/12-7 EES12-12	EES11/12-4, EES11/12-5, EES11/12-6, EES12-13	EES11/12-4, EES11/12-6, EES11/12-7 EES12-14	EES11/12-6, EES11/12-7, EES12-12, EES12-13, EES12-14, EES12-15

Course Outcomes:

EE11/12-1	develops and evaluates questions and hypotheses for scientific investigation
EE11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
EES11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
EES11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
EES11/12-5	analyses and evaluates primary and secondary data and information
EES11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
EES11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
EES12-12	describes and evaluates the models that show the structure and development of the Earth over its history
EES12-13	describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems
EES12-14	analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate
EES12-15	describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: PHYSICS (2 UNIT)

Components	Weighting %	TASK 1 Term 4 Week 6 Module 5: Advanced Mechanics	TASK 2 Term 1 Week 7 Module 6: Electromagnetism	TASK 3 Term 2 Week 4 Module 7: The nature of light Module 8 – From the universe to the atom	TASK 4 Term 3 Trial HSC Examination Period Content Area All core modules
		Depth Study/ Open Ended Investigation	Practical investigation	Research task	Trial HSC examination
Skills in working scientifically	60	15	15	20	10
Knowledge and understanding of course content	40	10	5	5	20
Total %	100	25	20	25	30
Outcomes Assessed		PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH12-12	PH11/12- 3, PH11/12-4, PH11/12-5, PH12-13	PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7 PH12- 14,15	PH11/12-5, PH11/12-6, PH11/12-7 PH12-12, PH12-13, PH12-14, PH12-15

Course Outcomes:

PH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
PH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11/12-5	analyses and evaluates primary and secondary data and information
PH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH12-12	describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
PH12-13	explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
PH12-14	describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
PH12-15	explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: BIOLOGY (2 UNIT)

Components	Weighting %	TASK 1 Term 4 Week 9 Module 5 Heredity	TASK 2 Term 1 Week 9 Module 6 Genetic Change	TASK 3 Term 2 Week 8 Module 5, 6 & 7	TASK 4 Term 3 Trial HSC Examination Period All Modules
		Depth Study	Research Task	Data Analysis	Trials Examination
Skills in working scientifically	60	20	15	15	10
Knowledge and understanding of course content	40	5	5	10	20
Total %	100	25	20	25	30
Outcomes Assessed		BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-5, BIO11/12-6, BIO11/12-7 BIO12-12	BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7 BIO12-13	BIO11/12-2, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7 BIO12-14	BIO11/12-6, BIO11/12-7 BIO12-12, BIO12-13, BIO12-14, BIO12-15

Course Outcomes:

BIO11/12-1	develops and evaluates questions and hypotheses for scientific investigation
BIO11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12-5	analyses and evaluates primary and secondary data and information
BIO11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO12-12	explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO12-13	explains natural genetic change and the use of genetic technologies to induce genetic change
BIO12-14	analyses infectious disease in terms of disruption to homeostatic mechanisms and the organism's response, including the human immune system
BIO12-15	explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: INVESTIGATING SCIENCE (2 UNIT)

Components	Weighting	TASK 1 Term 1 Week 3 Module 5: Scientific Investigation	TASK 2 Term 1 Week 11 Module 6: Technologies	TASK 3 Term 2 Week 7 Module 7: Fact or Fallacy	TASK 4 Term 3 Exam Period Content Area All core modules
	%	Practical Test	Research task	Depth Study	Trial HSC examination
Knowledge and understanding	40	5	10	5	20
Skills in working scientifically	60	20	10	20	10
MARKS	100	25	20	25	30
Outcomes Assessed		INS11/12- 1, 2, 3, 4, 5, 6 INS 12-13	INS11/12-, 4, 5 INS 12-13	INS 11/12-1, 5, 7 INS 12-14	INS 11/12- 6, INS 12-12, 13, 14, 15

Course Outcomes:

INS11/12-1	develops and evaluates questions and hypotheses for scientific investigation
INS11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
INS11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
INS11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
INS11/12-5	analyses and evaluates primary and secondary data and information
INS11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INS11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
INS12-12	develops and evaluates the process of undertaking scientific investigations
INS12-13	describes and explains how science drives the development of technologies
INS12-14	uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
INS12-15	evaluates the implications of ethical, social, economic and political influences on science



2024

**HSIE
HSC
Assessment
Schedules**

Revised and updated 15th September 2023

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GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 HIGHER SCHOOL CERTIFICATE

2024 ASSESSMENT SCHEDULE

COURSE: ABORIGINAL STUDIES (2 UNIT)

Components	Weighting	TASK 1 Supported by classwork Term 4 Week 7 Topic Test	TASK 2 Supported by classwork Term 1 Week 8 Major Project	TASK 3 Supported by classwork Term 2 Week 9 Writing Task	TASK 4 Supported by classwork Term 3 Examination Period Trial Examination
Knowledge and understanding of course content	40	5	5	5	20
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	25	5	15	5	
Research and inquiry methods, including aspects of the Local Community Case Study	20		10	5	5
Communication of information, ideas and issues in appropriate forms	15	5	10		5
MARKS	100	15	40	15	30
Outcomes		H1.2, H2.2, H3.1	H 4.1, H4.2, H4.3	H1.1, H1.3, H3.1, H3.2, H3.3	H1.1, H1.2, H2.1, H2.2, H4.3

Course Outcomes:

- H 1.1** evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples
- H 1.2** analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples
- H 1.3** assesses the representation of Aboriginal peoples and cultures for bias and stereotyping
- H 2.1** examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity
- H 2.2** analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life
- H 3.1** assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination
- H 3.2** evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities
- H 3.3** evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples
- H 4.1** plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives
- H 4.2** undertakes community consultation and fieldwork and applies ethical research practices
- H 4.3** investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

HIGHER SCHOOL CERTIFICATE

2024 ASSESSMENT SCHEDULE

COURSE: ANCIENT HISTORY (2 UNIT)

Component	Weighting %	TASK 1 Term 4 Week 8 Pompeii and Herculaneum Source Analysis	TASK 2 Term 1 Week 6 Greek World Historical Analysis	TASK 3 Term 2 Week 8 Xerxes Topic Test	TASK 4 Term 3 Trial HSC Examination Period Trial HSC Examination
Knowledge and understanding of course content	40	10		10	20
Historical skills in the analysis and evaluation of sources and interpretations	20	15		5	
Historical inquiry and research	20		15	5	
Communication of historical understanding in appropriate forms	20		5	5	10
Total %	100	25	20	25	30
Outcomes assessed		AH12-3, AH12-5, AH12-6	AH12-2, AH12-3, AH12-8, AH12-9	AH12-2, AH12-4, AH12-7	AH12-1, AH12-3, AH12-4, AH12-6, AH12-9

Course Outcomes:

AH12-1	accounts for the nature of continuity and change in the ancient world
AH12.2	proposes arguments about the varying causes and effects of events and developments
AH12-3	evaluates the role of historical features, individuals, groups and ideas in shaping the past
AH12-4	analyses the different perspectives of individuals and groups in their historical context
AH12-5	assesses the significance of historical features, people, ideas, movements, events and developments in the ancient world
AH12-6	analyses and interprets different types of sources for evidence to support an historical account or argument
AH12-7	discusses and evaluates differing interpretations and representations of the past
AH12-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH12-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH12-10	analyses issues relating to the ownership, custodianship and conservation of the ancient past

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: BUSINESS STUDIES (2 UNIT)

Component	Weighting %	TASK 1 Term 4 Week 8 Topic 1 Extended Response	TASK 2 Term 1 Week 9 Topic 2 Topic Test	TASK 3 Term 2 Week 8 Topic 3 Business report	TASK 4 Term 3 Trial HSC Examination Period Topics 1-4 Trial HSC Examination
Knowledge and understanding of course content	40	5	10	10	15
Stimulus-based skills	20		5	5	10
Inquiry and research	20	10	5	5	
Communication of business information, ideas and issues in appropriate forms	20	5	5	5	5
Total %	100	20	25	25	30
Outcomes assessed		H2, 4, 7, 9	H5, 6, 10	H5, 8, 9	H1, 2, 3, 4, 5, 6, 9, 10

Course Outcomes:

- H1. Critically analyses the role of business in Australia and globally
- H2. Evaluates management strategies in response to changes in internal and external influences
- H3. Discusses the social and ethical responsibilities of management
- H4. Analyses business functions and processes in large and global businesses
- H5. Explains management strategies and their impact on businesses
- H6. Evaluates the effectiveness of management in the performance of businesses
- H7. Plans and conducts investigations into contemporary business issues
- H8. Organises and evaluates information for actual and hypothetical business situations
- H9. Communicates business information, issues and concepts in appropriate formats
- H10. Applies mathematical concepts appropriately in business situations

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: ECONOMICS (2 UNIT)

Component	Weighting %	TASK 1 Term 4 Week 9 The Global Economy + Case Study Research Task and in class exam	TASK 2 Term 1 Week 9 Australia's Place in the Global Economy Topic Test	TASK 3 Term 2 Week 9 Economic Issues Extended Response	TASK 4 Term 3 Trial HSC Examination Period Topics 1-4 Trial HSC Examination
Knowledge of understanding of course content	40	5	10	10	15
Stimulus-based skills	20		10		10
Inquiry and research	20	10		10	
Communication of economic information, ideas and issues in appropriate forms	20	5	5	5	5
Total %	100	20	25	25	30
Outcomes assessed		H1, 2, 3, 5, 9	H1, 4, 7, 8, 11	H7, 8, 9, 10	H1, 2, 4, 5, 6, 7, 10, 11

Course Outcomes:

- H1 demonstrates understanding of economic terms, concepts and relationships
- H2 analyses the economic role of individuals, firms, institutions and governments
- H3 explains the role of markets within the global economy
- H4 analyses the impact of global markets on the Australian and global economies
- H5 discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
- H6 analyses the impact of economic policies in theoretical and contemporary Australian contexts
- H7 evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
- H8 applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
- H9 selects and organises information from a variety of sources for relevance and reliability
- H10 communicates economic information, ideas and issues in appropriate forms
- H11 applies mathematical concepts in economic contexts
- H12 works independently and in groups to achieve appropriate goals in set timelines

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: GEOGRAPHY (2 UNIT)

Components	Weighting %	TASK 1 Term 4 Week 10 <i>Ecosystems at Risk</i> MC Skills + Essay	TASK 2 Term 1 Week 10 <i>Urban Places</i> MC Skills + Fieldwork Task	TASK 3 Term 2 Week 9 <i>People and Economic Activity</i> Research Task	TASK 4 Term 3 Trial HSC Examination Period <i>All Topics</i> Trial HSC Examination
Knowledge and understanding of course content	40	10	10	5	15
Geographical tools and skills	20	5	5		10
Geographical inquiry and research, including fieldwork	20	5	5	10	
Communication of geographical information, ideas and issues in appropriate forms	20	5	5	5	5
Total %	100	25	25	20	30
Outcomes assessed		H 1, 2, 5, 7, 13	H1, 3, 6, 9, 10	H1, 4, 5, 8, 10	H4, 5, 10, 11, 12, 13

Course Outcomes:

- H1 explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity
- H2 explains the factors which place ecosystems at risk and the reasons for their protection
- H3 analyses contemporary urban dynamics and applies them in specific contexts
- H4 analyses the changing spatial and ecological dimensions of an economic activity
- H5 evaluates environmental management strategies in terms of ecological sustainability
- H6 evaluates the impacts of, and responses of people to, environmental change
- H7 justifies geographical methods applicable and useful in the workplace and relevant to a changing world
- H8 plans geographical inquiries to analyse and synthesise information from a variety of sources
- H9 evaluates geographical information and sources for usefulness, validity and reliability
- H10 applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts
- H11 applies mathematical ideas and techniques to analyse geographical data
- H12 explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples
- H13 communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms.

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: HISTORY EXTENSION (1 UNIT)

Component	Weighting %	TASK 1 Term 1 Week 6 History Project - Historical Process (proposal, process log, annotated sources)	TASK 2 Term 2 Week 7 History Project - Essay	TASK 3 Term 3 Trial HSC Examination Period Trial HSC Examination
Knowledge and understanding of significant historical ideas and processes	40	15	10	15
Skills in designing, undertaking and communicating historical inquiry and analysis	60	15	30	15
Total %	100	30	40	30
Outcomes assessed		HE12-1 HE12-2 HE12-4	HE12-1 HE12-2 HE12-3 HE12-4	HE12-1 HE12-3 HE12-4

Course Outcomes:

HE12-1 analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations

HE12-2 plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches

HE12-3 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues

HE12-4 constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: LEGAL STUDIES (2 UNIT)

Component	Weighting %	TASK 1 Term 4 Week 6 Human Rights Topic Test	TASK 2 Term 1 Week 7 Options Research Extended Response	TASK 3 Term 2 Week 9 Crime Topic Test	TASK 4 Term 3 Trial HSC Examination Period All topics Trial HSC Examination
Knowledge and understanding of course content	40	15	5	5	15
Analysis and evaluation	20	5	5	5	5
Inquiry and research	20		10	10	
Communication of legal information, issues and ideas in appropriate forms	20		5	5	10
Total %	100	20	25	25	30
Outcomes assessed		H1, 2, 3, 4, 8	H5, 6,7,9,10	H1,3,4,5,6	H2, 3, 6, 9, 10

Course Outcomes:

- H1. Identifies and applies legal concepts and terminology
- H2. Describes and explains key features of and the relationship between Australian and international law
- H3. Analyses the operation of domestic and international legal systems
- H4. Evaluates the effectiveness of the legal system in addressing issues
- H5. Explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- H6. Assesses the nature of the interrelationship between the legal system and society
- H7. Evaluates the effectiveness of the law in achieving justice
- H8. Locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
- H9. Communicates legal information using well-structured and logical arguments
- H10. Analyses differing perspectives and interpretations of legal information and issues

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: MODERN HISTORY (2 UNIT)

Component	Weighting %	TASK 1 Term 4 Week 10 Conflict in Indochina Historical Analysis	TASK 2 Term 1 Week 9 Power & Authority in the Modern World 1919-1946 Source Analysis	TASK 3 Term 2 Week 7 National Study – USA Essay	TASK 4 Term 3 Trial HSC Examination Period All Topics Trial HSC Examination
Knowledge and understanding of course content	40		10	15	15
Historical skills in the analysis and evaluation of sources and interpretations	20		15		5
Historical inquiry and research	20	15		5	
Communication of historical understanding in appropriate forms	20	5		5	10
Total %	100	20	25	25	30
Outcomes assessed		MH12-3, MH12-5, MH12-8	MH12-1, MH12-6, MH12-7	MH12-2, MH12-3, MH12-5, MH12-9	MH12-4, MH12-5, MH12-6, MH12-9

Course Outcomes:

MH12-1 accounts for the nature of continuity and change in the modern world

MH12.2 proposes arguments about the varying causes and effects of events and developments

MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past

MH12-4 analyses the different perspectives of individuals and groups in their historical context

MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments in the modern world

MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument

MH12-7 discusses and evaluates differing interpretations and representations of the past

MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: SOCIETY AND CULTURE (2 UNIT)

Components	Weighting %	TASK 1 Term 4 Week 10 Core Continuity and Change Topic Test	TASK 2 Term 1 Week 5 PIP Milestone Check	TASK 3 Term 2 Week 8 Depth Study Extended Response	TASK 4 Term 3 Trial HSC Examination Period All Topics Trial HSC Examination
Knowledge and understanding of course content	50	10	5	15	20
Application and evaluation of social and cultural research methods	30	10	10	14	10
Communication of information, ideas and issues in appropriate forms	20	5			
Total %	100	25	15	30	30
Outcomes assessed		H 1, 2, 3, 5, 7	H4, 6, 7, 8, 10	H1, 5, 8, 9	H1, 2, 3, 4, 5, 10

Course Outcomes:

- H1 evaluates and effectively applies social and cultural concepts
- H2 explains the development of personal, social and cultural identity
- H3 analyses relationships and interactions within and between social and cultural groups
- H4 assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
- H5 analyses continuity and change and their influence on personal and social futures
- H6 evaluates social and cultural research methods for appropriateness to specific research tasks
- H7 selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias
- H8 uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex
- H9 applies complex course language and concepts appropriate for a range of audiences and contexts
- H10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms



2024

**HEALTH
STUDIES
HSC
Assessment
Schedules**

Revised and updated 15th September 2023

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GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: COMMUNITY AND FAMILY STUDIES (2 UNIT)

Component	Weighting %	TASK 1 Term 4 Week 8 Investigation Core: Groups in Contexts	TASK 2 Term 1 Week 10 Independent Research Project Core: Research Methodology	TASK 3 Term 2 Week 5 Research Task Option: Individuals and Work	TASK 4 Term 3 Trial HSC Examination Period Trial HSC Examination
Knowledge and understanding of course content	40	10	5	10	15
Skills in critical thinking, research methodology, analysing and communicating	60	15	15	15	15
Total %	100	25	20	25	30
Outcomes assessed		H1.1, 3.1, 4.2, 5.1, 6.2	H4.1, 4.2	H2.3, H3.4, H5.2, H6.1	H1.1 to 6.2

Course Outcomes:

- H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.1 analyses different approaches to parenting and caring relationships
- H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups
- H3.2 evaluates networks available to individuals, groups and families within communities
- H3.3 critically analyses the role of policy and community structures in supporting diversity
- H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H4.1 justifies and applies appropriate research methodologies
- H4.2 communicates ideas, debates issues and justifies opinions
- H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H5.2 develops strategies for managing multiple roles and demands of family, work and other environments
- H6.1 analyses how the empowerment of women and men influences the way they function within society
- H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments
- 7.1 appreciates differences among individuals, groups and families within communities and values their contribution to society
- 7.2 develops a sense of responsibility for the wellbeing of themselves and others
- 7.3 appreciates the value of resource management in response to change
- 7.4 values the place of management in coping with a variety of role expectations

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: PERSONAL DEVELOPMENT/HEALTH/PHYSICAL EDUCATION (2 UNIT)

Component	Weighting %	TASK 1 Term 4 Week 6 Research and responding task Core 2: Factors Affecting Performance	TASK 2 Term 1 Week 8 Written Report Options: Sports Med and Improving Performance Analysis and Report (Hand in)	TASK 3 Term 2 Week 8 Critical analysis and investigation Core 1: Health Priorities in Australia	TASK 4 Term 3 Trial HSC Examination Period Trial HSC Examination
Knowledge and understanding of course content	40	10	10	10	10
Skills in critical thinking, research, analysing and communicating	60	15	10	15	20
Total %	100	25	20	25	30
Outcomes assessed		H 11, 16, 17	H 8, 10, 13, 16, 17	H 3, 4, 5, 14, 16	H 1-5, H7-11, H14-H15, 17

Course Outcomes:

- H1 describes the nature and justifies the choice of Australia's health priorities
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 analyses the determinants of health and health inequities
- H4 argues the case for health promotion based on the Ottawa Charter
- H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities.
- H7 explains the relationship between physiology and movement potential
- H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 explains how movement skill is acquired and appraised
- H10 designs and implements training plans to improve performance
- H11 psychological strategies and nutritional plans in response to individual performance needs
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3).
- H14 argues the benefits of health-promoting actions and choices that promote social justice
- H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: SPORT, LIFESTYLE AND RECREATION STUDIES

Component	Weighting %	TASK 1 Term 4 Week 7 Planning for Outdoor Recreation Experience	TASK 2 Term 2 Week 4 Research Report Healthy Lifestyles and Athletics	TASK 3 Term 2 Week 6 Application of Games and Sports Applications II	TASK 4 Term 3 Trial HSC Examination Period Trial HSC Examination
Knowledge and Understanding	50	15	5		30
Skills	50	5	25	15	5
Total %	100	20	30	15	35
Outcomes assessed		H 1.1, 1.3, 2.3,3.5, 3.6, 4.1, 4.2	H1.1, 1.2,13, 1.5, 1.6, 2.1,2.2, 2.3, 2.5,3.1, 3.2, 3.3, 3.4, 3.5, 4.3, 4.4	H 1.1, 1.3, 1.6, 2.1, 2.3, 3.1, 3.2, 3.6, 4.1, 4.4	H 1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5

Course Outcomes:

- 1.1 Applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 Explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 Demonstrates ways to enhance safety in physical activity
- 1.4 Investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 Critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 Describes administrative procedures that support successful performance outcomes
- 2.1 Explains the principles of skill development and training
- 2.2 Analyses the fitness requirements of specific activities
- 2.3 Selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 Describes the relationship between anatomy, physiology and performance
- 3.1 Selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 Designs programs that respond to performance needs
- 3.3 Measures and evaluates physical performance capacity
- 3.4 Analyses personal health practices
- 3.5 Assesses and responds appropriately to emergency care situations
- 3.6 Analyses the impact of professionalism in sport
- 4.1 Plans strategies to achieve performance goals
- 4.2 Demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 Makes strategic plans to overcome the barriers to personal and community health
- 4.4 Demonstrates competence and confidence in movement contexts



2024

**TAS
HSC
Assessment
Schedules**

Revised and updated 15th September 2023

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GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: DESIGN AND TECHNOLOGY (2 UNIT)

Component	Weighting %	TASK 1 Term 4 Week 9 Project Proposal Presentation	TASK 2 Term 1 Week 7 Innovation and Emerging Technology Case Study*	TASK 3 Term 3 Week 2 Peer Review and Showcase Presentation	TASK 4 Term 3 Trial HSC Examination Period Trial HSC Examination
Knowledge and understanding of course content	40		20		20
Knowledge and skills in designing, managing, producing and evaluating a major design project	60	25		30	5
Total %	100	25	20	30	25
Outcomes assessed		H1.1, H4.1, H5.2	H2.1, H2.2, H3.1, H6.2	H1.2, H3.2, H4.3, H6.1	H1.1, H1.2, H2.2, H3.1, H4.1, H5.2, H6.1, H6.2

*NESA Mandatory Task

Course Outcomes:

- H1.1 critically analyses the factors affecting design and the development and success of design projects
- H1.2 relates the practices and processes of designers and producers to the major design project
- H2.1 explains the influence of trends in society on design and production
- H2.2 evaluates the impact of design and innovation on society and the environment
- H3.1 analyses the factors that influence innovation and the success of innovation
- H3.2 uses creative and innovative approaches in designing and producing
- H4.1 identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
- H4.2 selects and uses resources responsibly and safely to realise a quality major design project
- H4.3 evaluates the processes undertaken and the impacts of the major design project
- H5.1 manages the development of a quality major design project
- H5.2 selects and uses appropriate research methods and communication techniques
- H6.1 justifies technological activities undertaken in the major design project through the study of industrial and commercial practices
- H6.2 critically assesses the emergence and impact of new technologies, and the factors affecting their development

Practical Progress Check: Design and Technology

When Major Design Project (Outcomes H4.2, H5.1)		
Term 4	Week 5	Project Proposal: <ul style="list-style-type: none"> • Identification and exploration for the need • Areas of investigation
Term 4	Week 10	Project Proposal: <ul style="list-style-type: none"> • Criteria to evaluate success • Action, time and finance plans
Term 1	Week 5	Project Development: <ul style="list-style-type: none"> • Evidence of creativity • Consideration of design factors relevant to MDP • Appropriate research and experimentation
Term 1	Week 10	Project Development: <ul style="list-style-type: none"> • Application of conclusions • Identification and justification of ideas and resources • Recording and application of evaluation procedures throughout the design project • Evidence of practical skills for MDP
Term 2	Week 5	Project Development: <ul style="list-style-type: none"> • Recording and application of evaluation procedures throughout the design project • Project Proposal & Project Development and Realisation formative feedback applied
Term 3	Week 2	Evaluation: <ul style="list-style-type: none"> • Analysis and evaluation, final evaluation relationship of final project to the proposal complete. • Use of communication and presentation techniques HSC Showcase – PSE and Folio presented

- Failure to meet the deadlines for the progress checks will result in an N-Warning. This will be due to “not working with diligence and sustained effort”
- Your supervising teacher and your principal are also required to sign a declaration. They must certify that your project, submitted work or performance:
 - **complies with NESA requirements**
 - **is your own work**
 - **has been done under their supervision and is consistent with other examples of your work.**
- You must obtain your school’s permission before you begin any project that will need work to be completed away from school.
- Your teacher must agree that they can supervise your project and they must also be sure that it comprises only your own work.
- Note that most of the project is to be completed at school under the supervision of the class teacher.

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: ENGINEERING STUDIES (2 UNIT)

Component	Weighting %	TASK 1 Term 4 Week 9 Civil Engineering Project and Report	TASK 2 Term 1 Week 9 Transport Engineering Problem-Solving	TASK 3 Term 2 Week 9 Aeronautical Engineering Research	TASK 4 Term 3 Trial HSC Examination Period Trial HSC Examination
Knowledge and understanding of course content	60	20	10	10	20
Knowledge and skills in research, problem solving and communication related to engineering practice	40	15	10	5	10
Total %	100	35	20	15	30
Outcomes assessed		H3.1, H5.1, H6.1, H6.2	H1.2, H2.1, H3.2, H4.2	H1.1, H4.1, H5.2	H2.2, H3.1, H3.3, H4.1

Course Outcomes:

- H1.1 describes the scope of engineering and critically analyses current innovations
- H1.2 differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications
- H2.1 determines suitable properties, uses and applications of materials, components and processes in engineering
- H2.2 analyses and synthesises engineering applications in specific fields and reports on the importance of these to society
- H3.1 demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice
- H3.2 uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports
- H3.3 develops and uses specialised techniques in the application of graphics as a communication tool
- H4.1 investigates the extent of technological change in engineering
- H4.2 applies knowledge of history and technological change to engineering-based problems
- H4.3 applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems
- H5.1 works individually and in teams to solve specific engineering problems and prepare engineering reports
- H5.2 selects and uses appropriate management and planning skills related to engineering
- H6.1 demonstrates skills in research and problem-solving related to engineering
- H6.2 demonstrates skills in analysis, synthesis and experimentation related to engineering

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: FOOD TECHNOLOGY (2 UNIT)

Component	Weighting %	TASK 1 Term 4 Week 9 Food Industry Report	TASK 2 Term 1 Week 11 Food Manufacture Experiment and Preparation	TASK 3 Term 3 Week 1 Food Product Development Report	TASK 4 Term 3 Trial HSC Examination Period Trial HSC Examination
Knowledge and understanding of course content	40	5	10		25
Knowledge and skills in designing, researching, analysing and evaluating	30	20	5	5	
Skills in experimenting with and preparing food by applying theoretical concepts	30		10	20	
Total %	100	25	25	25	25
Outcomes assessed		H1.2, H1.4, H3.1	H1.1, H4.1, H4.2, H5.1	H1.3, H4.1, H5.1	H1.1, H1.2, H1.3, H1.4, H2.1, H3.1, H4.2

Course Outcomes:

- H1.1 explains manufacturing processes and technologies used in the production of food products
- H1.2 examines the nature and extent of the Australian Food Industry
- H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
- H1.4 evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment
- H2.1 evaluates the relationship between food, its production, consumption, promotion and health
- H3.1 investigates operations of one organisation within the Australian Food Industry
- H3.2 independently investigates contemporary nutrition issues
- H4.1 develops, prepares and presents food using product development processes
- H4.2 applies principles of food preservation to extend the life of food and maintain safety
- H5.1 develops, realises and evaluates solutions to a range of food situations

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: INDUSTRIAL TECHNOLOGY – TIMBER PRODUCTS & FURNITURE TECHNOLOGIES (2 UNIT)

Component	Weighting %	TASK 1 Term 4 Week 10 Communication of Major Project	TASK 2 Term 1 Week 8 Industry Study*	TASK 3 Term 2 Week 9 Manufacturing Progress Reflection	TASK 4 Term 3 Trial HSC Examination Period Trial HSC Examination
Knowledge and understanding of course content	40	5	15	5	15
Knowledge and skills in communicating, designing, managing, producing and evaluating a major design project	60	25		20	15
Total %	100	30	15	25	30
Outcomes assessed		H3.1, H3.2, H4.2, H5.1	H1.1, H7.1, H7.2	H2.1, H3.3, H4.1, H5.2	H1.2, H4.3, H6.1, H6.2 H7.2

*NESA Mandatory Task

Course Outcomes:

- H1.1 investigates industry through the study of businesses in one focus area
- H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
- H1.3 identifies important historical developments in the focus area industry
- H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
- H3.1 demonstrates skills in sketching, producing and interpreting drawings
- H3.2 selects and applies appropriate research and problem-solving skills
- H3.3 applies and justifies design principles effectively through the production of a Major Project
- H4.1 demonstrates competence in a range of practical skills appropriate to the Major Project
- H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components
- H5.1 selects and uses communication and information processing skills
- H5.2 examines and applies appropriate documentation techniques to project management
- H6.1 evaluates the characteristics of quality manufactured products
- H6.2 applies the principles of quality and quality control
- H7.1 explains the impact of the focus area industry on the social and physical environment
- H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

Practical Progress Check: Industrial Technology – Timber Products & Furniture Technologies

When	Major Project (Outcomes H2.1, H3.1,H3.2, H3.3, H4.1, H4.2, H4.3 H5.1, H5.2)	
Term 4 H3.1 H5.1	Week 5	Project Proposal: <ul style="list-style-type: none"> Research, selection and justification of appropriate materials, processes and resources Sketching and idea generation and workshop drawings on Adobe Illustrator or Fusion 360 Appropriateness of design and/or design modification Ongoing evaluation after each component
Term 4 H3.2 H5.2 H4.2	Week 10	Project Proposal: <ul style="list-style-type: none"> Evidence of a range of presentation skills and techniques - Adobe Indesign Prototyping, modelling and testing Finance Plan and Timeline plan – projected order of production including estimation and evaluation of time allocation
Term 1 H3.3	Week 5	Project Development: <ul style="list-style-type: none"> Evidence of project management including a record of the production of the project Ongoing Evaluation of progress on MP
Term 1 H4.1	Week 10	Project Development: <ul style="list-style-type: none"> Recording and application of evaluation procedures throughout the design project Evidence of practical skills for MP Ongoing Evaluation of progress on MP
Term 2 H2.1	Week 5	Project Development: <ul style="list-style-type: none"> Recording and application of evaluation procedures throughout the design project Project Proposal & Project Development and Realisation formative feedback applied Evidence of project management including a record of the production of the project Ongoing Evaluation of progress on MP
Term 3 H4.3	Week 2	Evaluation: <ul style="list-style-type: none"> Analysis and evaluation, final evaluation relationship of final project to the proposal complete. Use of communication and presentation techniques HSC Showcase – Project and Folio presented

- Failure to meet the deadlines for the progress checks will result in an N-Warning. This will be due to “not working with diligence and sustained effort”
- Your supervising teacher and your principal are also required to sign a declaration. They must certify that your project, submitted work or performance:
 - complies with NESA requirements**
 - is your own work**
 - has been done under their supervision and is consistent with other examples of your work.**
- You must obtain your school’s permission before you begin any project that will need work to be completed away from school.
- Your teacher must agree that they can supervise your project and they must also be sure that it comprises only your own work.
- Note that most of the project is to be completed at school under the supervision of the class teacher.

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: INFORMATION PROCESSES AND TECHNOLOGY (2 UNIT)

Component	Weighting %	TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9 Multimedia Project	Term 1 Week 9 Information Systems Project	Term 2 Week 9 Communication Systems Project	Term 3 Trial HSC Examination Period Trial HSC Examination
Knowledge and understanding of course content	60	15	10	15	20
Knowledge and skills in the design and development of information systems	40	10	10	10	10
Total %	100	25	20	25	30
Outcomes assessed		H1.1, H5.1, H5.2, H7.2	H1.2, H3.1, H 3.2, H6.2	H1.1, H2.1, H2.2, H4.1	H3.1, H5.1, H6.1, H7.1

Course Outcomes:

- H1.1 applies and explains an understanding of the nature and function of information technologies to a specific practical situation
- H1.2 explains and justifies the way in which information systems relate to information processes in a specific context
- H2.1 analyses and describes a system in terms of the information processes involved
- H2.2 develops and explains solutions for an identified need which address all of the information processes
- H3.1 evaluates and discusses the effect of information systems on the individual, society and the environment
- H3.2 demonstrates and explains ethical practice in the use of information systems, technologies and processes
- H4.1 proposes and justifies ways in which information systems will meet emerging needs
- H5.1 justifies the selection and use of appropriate resources and tools to effectively develop and manage projects
- H5.2 assesses the ethical implications of selecting and using specific resources and tools, recommends and justifies the choices
- H6.1 analyses situations, identifies needs, proposes and then develops solutions
- H6.2 selects, justifies and applies methodical approaches to planning, designing or implementing solutions
- H7.1 implements and explains effective management techniques
- H7.2 uses methods to thoroughly document the development of individual and team projects

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: SOFTWARE DESIGN AND DEVELOPMENT (2 UNIT)

Component	Weighting %	TASK 1 Term 4 Week 9 Programming Paradigms Task	TASK 2 Term 1 Week 9 Research Task	TASK 3 Term 2 Week 10 Individual Project	TASK 4 Term 3 Trial HSC Examination Period Trial HSC Examination
Knowledge and understanding of course content	50	10	10	15	15
Knowledge and skills in the design and development of software solutions	50	10	10	15	15
Total %	100	20	20	30	30
Outcomes assessed		H1.2, H2.1, H4.2, H5.3	H1.1, H1.3, H2.2, H3.2	H3.2, H4.3, H5.1, H5.2, H6.2, H6.3, H6.4	H1.1, H1.3, H3.1, H4.1, H4.2, H4.3, H5.2, H6.1

Course Outcomes:

- H1.1 Explains the interrelationship between hardware and software
- H1.2 Differentiates between various methods used to construct software solutions
- H1.3 Describes how the major components of a computer system store and manipulate data
- H2.1 Explains the implications of the development of different languages
- H2.2 Explains the interrelationship between emerging technologies and software development
- H3.1 Identifies and evaluates legal, social and ethical issues in a number of contexts
- H3.2 Constructs software solutions that address legal, social and ethical issues
- H4.1 Identifies needs to which software solutions are appropriate
- H4.2 Applies appropriate development methods to solve software problems
- H4.3 Applies a modular approach to implement well-structured software solutions and evaluates their effectiveness
- H5.1 Applies project management techniques to maximise the productivity of the software development
- H5.2 Creates and justifies the need for the various types of documentation required for a software solution
- H5.3 Selects and applies appropriate software to facilitate the design and development of software solutions
- H6.1 Assesses the skills required in the software development cycle
- H6.2 Communicates the processes involved in a software solution to an inexperienced user
- H6.3 Uses and describes a collaborative approach during the software development cycle
- H6.4 Develops and evaluates effective user interfaces, in consultation with appropriate people

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: TEXTILES AND DESIGN (2 UNIT)

Component	Weighting %	TASK 1 Term 4 Week 9 MTP Designing and Planning Written Report	TASK 2 Term 1 Week 8 End Use Analysis and Innovation. In class test	TASK 3 Term 2 Week 9 Contemporary Designer Case Study	TASK 4 Term 3 Trial HSC Examination Period Trial HSC Examination
Knowledge and understanding of course content.	50		20		30
Skills and knowledge in the design, manufacture and management of a major textiles project.	50	30		20	
Total %	100	30	20	20	30
Outcomes assessed		H1.1, H1.2, H2.1, H2.3,H4.2	H1.3, H3.1, H3.2, H4.1	H5.1, H5.2, H6.1	H1.2, H3.2, H4.1, H5.1, H5.2, H6.1

Course Outcomes:

- H1.1 critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project
- H1.2 designs a textile item/s that demonstrates an understanding of the functional and aesthetic requirements
- H1.3 identifies the principles of colouration for specific end uses
- H2.1 communicates design concepts and manufacturing specifications to both technical and non-technical audiences
- H2.2 demonstrates proficiency in the manufacture of a textile item
- H2.3 effectively manages the design and manufacture of a Major Textiles project to completion
- H3.1 explains the interrelationship between fabric, yarn, fibre and fabric finishing techniques for specific end-use.
- H3.2 develops knowledge and awareness of emerging textile technologies
- H4.1 justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-use
- H4.2 selects and justifies manufacturing techniques, materials and equipment for specific end use
- H5.1 investigates and describes aspects of marketing in the textile industry
- H5.2 analyses and discusses the impact of current issues on the Australian textile industry
- H6.1 analyses the influence of historical, cultural and contemporary developments on textiles

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

Practical Progress Check: Textile and Design

When			Major Textile Project (Outcomes H1.1 H2.2 H2.3)
Term 4	Week 5	Project Proposal: <ul style="list-style-type: none"> • Identification and exploration of the chosen focus area. • Research design inspiration and visual design. 	
Term 4	Week 10	Project Proposal: <ul style="list-style-type: none"> • Research and investigation of suitable manufacturing methods. • Research and experimentation of materials and equipment. 	
Term 1	Week 5	Project Development (Item and portfolio): <ul style="list-style-type: none"> • Design Inspiration section – Focus area choice, Creative and Innovative, Historical, Cultural and Contemporary. • Visual Design Development section – Design Idea 1, 2 & 3 front and back views labelling functional and aesthetic features, strengths and weaknesses and connections to the Design Inspiration section. • Final Design idea front and back views labelling functional and aesthetic features, elements and principals of design and connections to the Design inspiration section. 	
Term 1	Week 10	Project Development (Item and portfolio): <ul style="list-style-type: none"> • Manufacturing Specification section – Description, modifications, Production Drawings, Pattern pieces, Order of construction, Technical production plan and product label. 	
Term 2	Week 5	Project Development (Item and portfolio): <ul style="list-style-type: none"> • Investigation, experimentation and evaluation section completed – Equipment (3), Manufacturing (3) and Materials (3) test samples. • Properties and Performance section completed – Item, fibre, yarn, fabric and relationship to end use. 	
Term 3	Week 2	HSC Showcase – Textile item and Portfolio presented	

- Failure to meet the deadlines for the progress checks will result in an N-Warning. This will be due to “not working with diligence and sustained effort”
- Your supervising teacher and your principal are also required to sign a declaration. They must certify that your project, submitted work or performance:
 - **complies with NESA requirements**
 - **is your own work**
 - **has been done under their supervision and is consistent with other examples of your work.**
- You must obtain your school’s permission before you begin any project that will need work to be completed away from school.
- Your teacher must agree that they can supervise your project and they must also be sure that it comprises only your own work.
- Note that most of the project is to be completed at school under the supervision of the class teacher.



2024

**CAPA
HSC
Assessment
Schedules**

Revised and updated 15th September 2023

Oatley Senior Campus specialises in HSC learning and maximises post-school opportunities for our students in an atmosphere appropriate to their needs. Individual worth, character education, work ethic and social values are given the highest priority.

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: CERAMICS (2 UNIT – BOARD ENDORSED)

Component	Weighting %	TASK 1 Term 4 Week 9 Proposal and prototype	TASK 2 Term 2 Week 7 Critical study	TASK 3 Term 3 Week 3 Major Project	TASK 4 Term 3 Trial HSC examination
Making	70	30		40	
Critical / Historical Study	30		15		15
TOTAL %	100	30	15	40	15
Outcomes assessed		M 1, 2, 3, 4, 5, 6 CH 1, 2, 3, 5	CH 1, 2, 3, 4, 5	M 1,3,4,6	CH 1, 2, 3, 4, 5

Course Outcomes:

- M1: generates a characteristic style that is increasingly self-reflective in their ceramic practice
- M2: explores concepts of artist/ceramist/sculptor/designer/maker, interpretations of the world and of audience response in their making of ceramic works
- M3: investigates different points of view in the making of ceramic works
- M4: explores ways of generating ideas as representations in the making of ceramic works
- M5: engages in the development of different techniques suited to artistic intentions in the making of ceramic works
- M6: takes into account issues of Work Health and Safety in their practice
- CH1: generates in their critical and historical investigations ways to interpret and explain ceramic works and practices
- CH2: investigates the roles and relationships of the concepts of work, world, artist/ceramist/sculptor/designer/maker and audience in critical and historical investigations
- CH3: distinguishes between different points of view in their critical and historical studies
- CH4: explores ways in which histories, narratives and other accounts can be built to explain practices and interests in ceramics
- CH5: recognises how ceramic works are used in various fields of cultural production

- M** relates to making ceramics
- CH** relates to critical and historical studies in ceramics

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: DANCE (2 UNIT)

Component	Weighting %	Task 1 Term 1 Week 3 Presentation of draft core composition Presentation of core composition, interview and draft rationale	Task 2 Term 2 Week 6 Submission/ performance of major study work Submission/ performance of major study elective and interview	Task 3 Term 2 Week 10 Core Approach	Task 4 Term 3 Week 1 Trial HSC examination Written core appreciation examination Submission/ performance of major study, core performance, core composition
Performance	20				20
Composition	20	15			5
Appreciation	20			20	
Major study	40		20		20
Total %	100	15	20	20	45
Outcomes assessed		H3.1, H3.2, H3.4, H4.4	*	H1.1, H2.1, H2.2	H4.1, H4.2, H4.4, H3.1, H3.2, H3.4, H2.1, H2.2*

* teachers will select the appropriate outcomes based on the major study option selected by each student.

* all practical examinations will include an interview. Practical examinations may not be rescheduled unless correct assessment procedures are observed.

Course outcomes:

H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form

H1.2 performs, composes and appreciates dance as an artform

H1.3 appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances

H1.4 acknowledges and appreciates the relationship of dance and other media

H2.1 understands performance quality, interpretation and style relating to dance performance

H2.2 performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices

H2.3 values the diversity of dance performance

H3.1 identifies and selects the appropriate elements of composition/choreography in response to a specific concept/intent

H3.2 demonstrates the use of the elements of composition/choreography in a personal style in response to a specific concept/intent

H3.3 recognises and values the role of dance in achieving individual expression

H3.4 explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent

H4.1 understands the concept of differing artistic, social and cultural contexts of dance

H4.2 recognises, analyses and evaluates the distinguishing features of major dance works

H4.3 utilises the skills of research and analysis to examine dance as an artform

H4.4 demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance

H4.5 acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: DRAMA (2 UNIT)

COMPONENT	Weighting %	Task 1 Term 4 Week 9 A. Core topic performance and essay	Task 2 Term 1 A: Individual project progress task (Week 9) B: Verbatim Theatre performance and essay (Week 11)	Task 3 Term 2 Development of the group performance (Week 10) Trial HSC examination (Week 8)	Task 4 Term 3 Week 3 Individual project submission Group performance
Making	40		20	10	10
Performing	30	5		10	15
Critically studying	30	10	10		
TOTAL %	100	15	30	30	25
Outcomes Assessed		H1.1, 1.2, 1.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.5	H1.1, 1.3, 1.5, 1.7, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5	H1.1, 1.2, 1.3, 1.4, 1.6, 1.8, 1.9, 2.1, 2.2, 2.5	H1.2, 1.3, 1.5, 1.7, 2.1, 2.2, 2.3, 3.5

COURSE OUTCOMES:

- H1.1 uses acting skills to adopt and sustain a variety of characters and roles
- H1.2 uses performance skills to interpret and perform scripted and other material
- H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
- H1.4 collaborates effectively to produce a group-devised performance
- H1.5 demonstrates directorial skills
- H1.6 records refined group performance work in appropriate form
- H1.7 demonstrates skills in using the elements of production
- H1.8 recognises the value of the contribution of each individual to the artistic effectiveness of productions
- H1.9 values innovation and originality in group and individual work
- H2.1 demonstrates effective performance skills
- H2.2 uses dramatic and theatrical elements effectively to engage an audience
- H2.3 demonstrates directorial skills for theatre and other media
- H2.4 appreciates the dynamics of drama as a performing art
- H2.5 appreciates the high level of energy and commitment necessary to develop and present a performance
- H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
- H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
- H3.3 demonstrates understanding of the actor-audience relationship in various dramatic theatrical styles and movements
- H3.4 appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
- H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: MUSIC COURSE 1 (2 UNIT)

Component	Weighting %	TASK 1 Term 4 Week 8/9 A - Musicology B – Elective 1	TASK 2 Term 1 A – Core Performance (Week 8) B – Aural (Week 9)	TASK 3 Term 2 Week 8 A – Composition B – Trial Aural	TASK 4 Term 3 Trial HSC Examination Period A – Trial Elective 2 B – Trial Elective 3
Performance	10		10		
Composition	10			10	
Musicology	10	10			
Aural	25		10	15	
Elective 1	15	15			
Elective 2	15				15
Elective 3	15				15
TOTAL %	100	25	20	25	30
Outcomes assessed		H2, 8, 10, 11	H1, 3, 4, 5, 6, 7, 8, 9, 10, 11,	H3, 4, 5, 6, 7, 8	Dependent on elective

Course Outcomes:

- H1 performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- H2 reads, interprets, discusses and analysis simple musical scores that are characteristic of the topics studied
- H3 improvises and composes music using a range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- H4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
- H5 critically evaluates and discusses performances and compositions
- H6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
- H7 understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied.
- H8 identifies, recognises, experiments with, and discusses the use and effects of technology in music
- H9 performs as a means of self-expression and communication
- H10 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- H11 demonstrates a willingness to accept and use constructive criticism

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: MUSIC COURSE 2 (2 Unit)

Component	Weighting %	TASK 1 Term 4 Week 8/9 Elective: A- Performance or Musicology or Composition B- Aural Test	TASK 2 Term 1 Week 9 A – Core performance (progress) B – Analysis project	TASK 3 Term 2 Week 8 Composition (progress) Trial HSC (Aural/ Musiology)	TASK 4 Term 3 Weeks 3-4 Trial HSC (part examined at HSC showcases)
Performance	20		10		10
Composition	20			10	10
Musicology	20		10	10	
Aural	20	10		10	
Elective	20	10			10
TOTAL %	100	20	20	30	30
Outcomes assessed		Dependent on elective	H1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	H3, 5, 7, 8, 10, 11	H4, 6, 10, 11 & Dependent on elective

Course Outcomes:

- H1 performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- H2 reads, interprets, discusses and analysis simple musical scores that are characteristic of the topics studied
- H3 improvises and composes music using a range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- H4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
- H5 critically evaluates and discusses performances and compositions
- H6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
- H7 understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied.
- H8 identifies, recognises, experiments with, and discusses the use and effects of technology in music
- H9 performs as a means of self-expression and communication
- H10 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- H11 demonstrates a willingness to accept and use constructive criticism

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: MUSIC EXTENSION (1 UNIT)

Components	Weighting %	TASK 1 Term 2 Week 4 In Progress Presentation	TASK 2 Term 3 Trial HSC Examination Period Trial HSC Examination
Performance	100	50	50
TOTAL %	100	50	50
Outcomes assessed			

Course Outcomes:

Performance Outcomes
Through performance and related activities a student:
1. performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member
2. leads critical evaluation and discussion sessions on all aspects of his/her own performances and the performances of others
3. articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed
4. demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed
5. presents concert and recital programs, which includes solving problems concerning programming, organisation and management of concert practice and program direction
Through performance and related activities, a student:
6. critically analyses the use of musical concepts to present a stylistic interpretation of music performed

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: Photography, Video and Digital Imaging (Content Endorsed Course)

Component	Weighting %	TASK 1 Term 4 Week 8 Mini Portfolio	TASK 2 Term 2 Week 1 Part A: Critical Study Part B: Major project in Progress	TASK 3 Term 3 Week 4 Major Project Submission	TASK 4 Term 3 Trial HSC Period Trial HSC Exam
Art Making	70	10	20	35	5
Critical and Historical	30		10		20
Total %	100	10	30	35	25
Outcomes assessed		M1, M3, M4, M5, CH1, CH2, CH3, CH4, CH5	M1, M3, M4, M5, CH1, CH3, CH4, CH5	M1, M2, M4, M5, M6, CH1, CH2, CH3, CH4, CH5	M1, M2, M4, M5, M6, CH1, CH2, CH3, CH4, CH5

Course Outcomes:

- M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
- M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
- M3 investigates different points of view in the making of photographs and/or videos and/or digital images
- M4 generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
- M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
- M6 takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital work
- CH1 generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
- CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
- CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
- CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: VISUAL ARTS (2 UNIT)

Component	Weighting %	TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 8 Development of the Body of Work Submission of works in progress, VAPD with annotated research and critical evaluation of material and conceptual intention through the structural frame	Term 2 Week 9 Extended written research response Extended written research response Account for the critical and historical interpretation(s) of a selected artist's practice at a certain time and over time	Term 3 Week 3 Submission of the Body of Work Submission of artworks and artist statement	Term 3 Trial HSC Examination Period Exam Art Criticism and Art History Written Examination
Artmaking	50	15		35	
Art criticism and art history	50	10	15	5	20
TOTAL %	100	35	15	40	20
Outcomes assessed		H1, 2, 3, 4, 7	H8, 9, 10	H5, 6	H7, 8, 9, 10

Course Outcomes:

- H1 initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
- H2 applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
- H3 demonstrates an understanding of the frames when working independently in the making of art
- H4 selects and develops subject matter and forms in particular ways as representations in art-making
- H5 demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
- H6 demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
- H7 applies their understanding of practice in art criticism and art history
- H8 applies their understanding of the relationships among the artist, artwork, world and audience
- H9 demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
- H10 constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts



2024

**LOTE
HSC
Assessment
Schedules**

Revised and updated 15th September 2023

Oatley Senior Campus specialises in HSC learning and maximises post-school opportunities for our students in an atmosphere appropriate to their needs. Individual worth, character education, work ethic and social values are given the highest priority.

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: CHINESE AND LITERATURE (2 UNIT)

Component	Weighting %	TASK 1 Term 4 Week 9 (Writing) Week 10 (Speaking) Speech, Listening and responding to a text, Composing a designated critical thinking text	TASK 2 Term 1 Week 7 Response to questions after reading prescribed and suggested texts, Composing a designated critical thinking text	TASK 3 Term 2 Week 7 (Writing) Listening and response to texts, Response to questions after reading prescribed and suggested texts	TASK 4 Term 3 Trial HSC Examination Period Trial HSC Exam
Listening	20	5		10	5
Reading	40		10	15	15
Speaking	10	10			
Writing	30	10	10		10
Total %	100	25	20	25	30
Outcomes assessed		1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.5, 3.7, 3.8, 4.1, 4.2	2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.2	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3

Course Outcomes:

- 1.1 conveys information, opinions and ideas appropriate to context, purpose and audience
- 1.2 exchanges and justifies opinions and ideas
- 1.3 uses appropriate features of language in a variety of contexts
- 2.1 sequences and structures information and ideas
- 2.2 uses a variety of features to convey meaning
- 2.3 produces texts appropriate to context, purpose and audience
- 2.4 produces texts which are persuasive, creative and discursive
- 3.1 identifies main points and detailed items of specific information
- 3.2 summarises and interprets information and ideas
- 3.3 infers points of view, values, attitudes and emotions from features of language in texts
- 3.4 compares and contrasts aspects of texts
- 3.5 presents information in a different form and/or for a different audience
- 3.6 explains the influence of context in conveying meaning
- 3.7 recognises, analyses and evaluates the effectiveness of a variety of features in texts
- 3.8 responds to texts personally and critically
- 4.1 examines and discusses sociocultural elements in texts
- 4.2 recognises and employs language appropriate to different sociocultural contexts
- 4.3 compares and contrasts Australian and Chinese communities

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: CHINESE IN CONTEXT (2 UNIT)

Components	Weighting %	Task 1 Term 4 Week 9 Oral Interacting - 10% + Responding to Texts - 15%	Task 2 Term 1 Week 7 Creating Text 15% + Responding to Texts - 15%	Task 3 and 4 Trial Term 3 Trial HSC period Assessment 3: (Oral Interacting 20%) Assessment 4: (Written Exam Responding to Texts 25% + Creating Texts 15%)
Speaking	25	10		15
Listening	25		15	10
Reading	25	15		10
Writing	25		15	10
Total %	100	25	30	45
Outcomes Assessed		1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.3, 3.4, 3.6	2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.6	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6

Course Outcomes:

- 1.1 uses strategies to maintain communication
- 1.2 exchanges information and justifies opinions and ideas
- 1.3 expresses personal opinions, emotions and feelings
- 1.4 presents information and ideas appropriate to context, purpose and audience
- 1.5 recognises and uses language appropriate to different cultural contexts
- 1.6 develops bilingual and bicultural identity through interacting with others.
- 2.1 sequences and structures information and ideas
- 2.2 uses appropriate linguistic features and structures to convey information, ideas, emotions and opinions
- 2.3 creates texts in a variety of forms appropriate to a range of contexts, purposes and audiences
- 2.4 applies knowledge of cultural concepts and perspectives to the creation of texts
- 2.5 expresses ideas and opinions from a bilingual and bicultural perspective.
- 3.1 summarises information and ideas from texts
- 3.2 synthesises information and ideas from texts
- 3.3 infers points of view, opinions and attitudes expressed in texts
- 3.4 responds to texts personally and critically
- 3.5 analyses the way in which culture and identity are expressed through language
- 3.6 reflects on own and others' values, beliefs, practices and ideas expressed in texts.

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: ITALIAN BEGINNERS (2 UNIT)

Component	Weighting %	TASK 1 Term 4 Week 7 Response in English to written texts	TASK 2 Term 1 Week 7 Speaking and Writing in Italian	TASK 3 Term 2 Week 7 Response in English to spoken texts	TASK 4 Term 3 Trial HSC Examination Period Trial HSC Examination
Listening	30			20	10
Reading	30	20			10
Speaking	20		15		5
Writing	20		15		5
Total %	100	20	30	20	30
Outcomes assessed		2.1, 2.2, 2.3, 2.4, 2.5	1.1, 1.2, 1.3, 3.1, 3.2, 3.3	2.1, 2.2, 2.3, 2.4, 2.5	1.1,1.2,1.3,1.4 2,1,2.2,2.3,2.4, 2.5, 2.6 3.1,3.2,3.3,3.4

Course Outcomes:

- 1.5 Establishes and maintains communication in Italian
- 1.6 Manipulates linguistic structures to express ideas effectively in Italian
- 1.7 Sequences ideas and information
- 1.8 Applies knowledge of the culture of Italian-speaking communities to interact appropriately
- 2.7 Understands and interprets information in texts using a range of strategies
- 2.8 Conveys the gist of and identifies specific information in texts
- 2.9 Summarises the main points of a text
- 2.10 Draws conclusions from or justifies an opinion about a text
- 2.11 Identifies the purpose, context and audience of a text
- 2.12 Identifies and explains aspects of the culture of Italian-speaking communities in texts
- 3.5 Produces texts appropriate to audience, purpose and context
- 3.6 Structures and sequences ideas and information
- 3.7 Applies knowledge of diverse linguistic structures to convey information and express original ideas in Italian
- 3.8 Applies knowledge of the culture of Italian-speaking communities to the production of texts

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: JAPANESE BEGINNERS (2 UNIT)

Component	Weighting %	TASK 1 Term 4 Week 7 Reading	TASK 2 Term 1 Week 7 Listening and Writing	TASK 3 Term 2 Week 7 Speaking	TASK 4 Term 3 Trial HSC Examination Period Trial HSC Examination
Listening	30		20		10
Reading	30	20			10
Speaking	20			15	5
Writing	20		15		5
Total %	100	20	35	15	30
Outcomes assessed		2.1,2.2,2.3,2.4,2.5	2.1,2.2,2.3,2.4, 2.5,3.1,3.2,3.3	1.1,1.2,1.3	1.1,1.2,1.3,1.4 2.1,2.2,2.3,2.4 2.5,3.1,3.2,3.3,3.4

Course Outcomes:

- 1.1 Establishes and maintains communication in Japanese
- 1.2 Manipulates linguistic structures to express ideas effectively in Japanese
- 1.3 Sequences ideas and information
- 1.4 Applies knowledge of the culture of Japanese-speaking communities to interact appropriately
- 2.1 Understands and interprets information in texts using a range of strategies
- 2.2 Conveys the gist of and identifies specific information in texts
- 2.3 Summarises the main points of a text
- 2.4 Draws conclusions from or justifies an opinion about a text
- 2.5 Identifies the purpose, context and audience of a text
- 2.6 Identifies and explains aspects of the culture of Japanese-speaking communities in texts
- 3.1 Produces texts appropriate to audience, purpose and context
- 3.2 Structures and sequences ideas and information
- 3.3 Applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
- 3.4 Applies knowledge of the culture of Japanese-speaking communities to the production of texts

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: JAPANESE CONTINUERS (2 UNIT)

Component	Weighting %	TASK 1 Term 4 Week 7 Listening Reading & Responding	TASK 2 Term 1 Week 7 (Writing) Week 7 (Speaking) Speaking Writing	TASK 3 Term 2 Week 7 Listening Reading & Responding	TASK 4 Term 3 Trial HSC Examination Period Trial HSC Examination
Listening	30	10		10	10
Reading	30	10		10	10
Speaking	20		15		5
Writing	20		15		5
Total %	100	20	30	20	30
Outcomes assessed		1.2, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4	1.1,1.2,1.3,1.4 2.1,2.2,2.3,4.1	3.1, 3.2, 3.3, 3.4, 3.6	1.1,1.2,1.3,1.4 2.1,2.2,2.3,3.1, 3.2,3.3,3.4,3.5, 3.6, 4.1

Course Outcomes:

- 1.1 Uses a range of strategies to maintain communication
 - 1.2 Conveys information appropriate to context, purpose and audience
 - 1.3 Exchanges and justifies opinions and ideas
 - 1.4 Reflects on aspects of past, present and future experience
 - 2.1 Applies knowledge of language structures to create original text #
 - 2.2 Composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
 - 2.3 Structures and sequences ideas and information
 - 3.1 Conveys the gist of texts and identifies specific information
 - 3.2 Summarises the main ideas
 - 3.3 Identifies the tone, purpose, context and audience
 - 3.4 Draws conclusions from or justifies an opinion
 - 3.5 Interprets, analyses and evaluates information
 - 3.6 Infers points of view, attitudes or emotions from language and context
 - 4.1 Recognises and employs language appropriate to different social contexts
 - 4.2 Identifies values, attitudes and beliefs of cultural significance
 - 4.3 Reflects upon significant aspects of language and culture
- * written or spoken text created by students incorporating their own ideas

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 12 COURSE

2024 ASSESSMENT SCHEDULE

COURSE: MODERN GREEK BEGINNERS (2 UNIT)

Component	Weighting %	TASK 1 Term 4 Week 7 Response in English to written texts	TASK 2 Term 1 Week 7 Speaking and Writing in Greek	TASK 3 Term 2 Week 7 Response in English to spoken texts	TASK 4 Term 3 Trial HSC Examination Period Trial HSC Examination
Listening	30			20	10
Reading	30	20			10
Speaking	20		15		5
Writing	20		15		5
Total %	100	20	30	20	30
Outcomes assessed		2.1, 2.2, 2.3, 2.4, 2.5	1.1, 1.2, 1.3, 3.1, 3.2, 3.3	2.1, 2.2, 2.3, 2.4, 2.5	1.1,1.2,1.3,1.4 2,1,2.2,2.3,2.4, 2.5, 2.6 3.1,3.2,3.3,3.4

Course Outcomes:

- 1.1 Establishes and maintains communication in Modern Greek
- 1.2 Manipulates linguistic structures to express ideas effectively in Modern Greek
- 1.3 Sequences ideas and information
- 1.4 Applies knowledge of the culture of Greek-speaking communities to interact appropriately
- 2.1 Understands and interprets information in texts using a range of strategies
- 2.2 Conveys the gist of and identifies specific information in texts
- 2.3 Summarises the main points of a text
- 2.4 Draws conclusions from or justifies an opinion about a text
- 2.5 Identifies the purpose, context and audience of a text
- 2.6 Identifies and explains aspects of the culture of Greek-speaking communities in texts
- 3.1 Produces texts appropriate to audience, purpose and context
- 3.2 Structures and sequences ideas and information
- 3.3 Applies knowledge of diverse linguistic structures to convey information and express original ideas in Modern Greek
- 3.4 Applies knowledge of the culture of Greek-speaking communities to the production of texts



2024

VET FRAMEWORK HSC Assessment Schedules

Revised and updated 15th September 2023

Oatley Senior Campus specialises in HSC learning and maximises post-school opportunities for our students in an atmosphere appropriate to their needs. Individual worth, character education, work ethic and social values are given the highest priority.

ULTIMO RTO 90072 VET COURSE ASSESSMENT SCHEDULES

Preliminary 2023 – HSC 2024

Use the following table as a guide to the appropriate outcome to record for each student:

NESA Outcome	NCVER Outcome	Explanation (source: AVETMISS Data Elements definitions, Edition 2.2 April 2013)
Achieved	Competency achieved / pass	Student has been assessed and satisfies all the requirements for the unit of competency
Not Achieved	Competency not achieved / fail	Student has attempted all requirements for the assessment and has been assessed as not competent in one or more of the requirements of the competency
Continuing	Continuing enrolment	The student has engaged in learning activity, but has not completed all the training and assessment criteria by the end of the collection period
Withdrawn	Withdrawn / discontinued	(a) The student has engaged in some learning activity, then notified the RTO of their withdrawal before completing all of the assessment criteria (b) The student has engaged in some learning activity then stopped attending or submitting assessments without notifying the RTO
RPL	Recognition of Prior Learning Granted	The student has been assessed and RPL has been granted
Credit Transfer	Credit transfer / National Recognition	The student can supply evidence of the same or an equivalent competency, and credit transfer is awarded. This is used where there is no delivery of training or assessment of the student's knowledge.
Did Not Start	NIL	Student was enrolled in the unit of competency, but no training or assessment occurred. WILL NOT BE REPORTED OR APPEAR ON THE USI

Vocational Education and Training (VET) Courses (to be included in assessment booklets with relevant assessment schedules)

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary school students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge), these skills and knowledge will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he/ she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Stage 6:

Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and **ONLY ONE** can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.




Education


PUBLIC SCHOOLS NSW ULTIMO RTO 90072
BUSINESS SERVICES ASSESSMENT SCHEDULE
Preliminary Year 2023 - HSC 2024
 QUALIFICATION: BSB30120 Certificate III in Business
 Training Package: BSB Business Services (Version 8)

NESA Course Code:
 2 U X 2 YR - 26111
2023 HSC Exam:
 26199
LMBR UI Code:
 BSB30120126111B

TERM	UOC CODE	Unit of Competency	AQF Core/Elective	HSC STATUS	HSC INDICATIVE HOURS	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	6 PRELIMINARY UOCs						240 Indicative Hours over 2 yrs 35 hrs Work placement 50% Preliminary Exam
	BSBTEC201 BSBTEC202	Use business software applications Use digital technologies to communicate in the work environment	E E	M E	15 10	Cluster 1: Let's get tech savvy Direct observation, produce based method, questioning	
Terms 1- 2	BSBWHS311 BSBINS302	Assist with maintaining workplace safety Organise workplace information	C E	M E	20 20	Cluster 2: Organise business safety Direct observation, produce based method, questioning	
Terms 2- 3	BSBXCM301 BSBOPS201	Engage in workplace communication Work effectively in business environments	C E	M E	15 25	Cluster 3: Working in industry Direct observation, produce based method, questioning	
Term 4	7 HSC UOCs						35 hrs Work placement 50% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	BSBPEF201	Support personal wellbeing in the workplace	C	M	10	Cluster 4: Wellbeing Direct observation, produce based method, questioning	
Terms 4-5	BSBPEF301 BSBTEC301	Organise personal work priorities Design and produce business documents	E E	M E	20 25	Cluster 5: Mastering document design Direct observation, produce based method, questioning	
Terms 5-6	BSBSUS211 BSBTWK301 BSBTEC303	Participate in sustainable work practices Use inclusive work practices Create electronic presentations	C C E	M M E	15 15 15	Cluster 6: Sharing is caring Direct observation, produce based method, questioning	
Term 7	BSBCRT311	Apply critical thinking skills in a team environment	C	M	20	Cluster 7: Thinking critically Direct observation, produce based method, questioning	

NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 225		Units of competency from the HSC focus areas will be included in the optional HSC examination.		
<div><div><div><div>ENTERTAINMENT INDUSTRY CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE</div><div>Preliminary Year 2023 - HSC 2024</div><div>QUALIFICATION: Statement of Attainment towards CUA30420 Certificate III in Live Production and Services</div><div>Training Package: CUA Creative Arts and Culture (version 5.1)</div></div><div>Education</div></div></div>							<div>NESA code</div> <div>2 U X 2 YR - 26401</div> <div>2023 HSC Exam:</div> <div>26499</div> <div>LMBR UI Code:</div> <div>(11 OR 12)</div> <div>CUA30420326401B</div>
TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	6 PRELIMINARY UOCs						240 Indicative Hours over 2 years
	CPCCWHS1001	Prepare to work safely in the construction industry	E	M	10	Cluster 1 – White Card Credit transfer for this unit when delivered by another RTO. Please insert name of RTO who delivered.....	
Term 1/2	CUAWHS312 CUASOU331	Apply work health and safety practices Undertake live audio operations	E E	M M	15 25	Cluster 2 – Safe and Sound Written Questioning, Direct Observation, Product based methods, portfolio	35 hrs Work placement
	CUALGT311 CUASTA212	Operate basic lighting Assist with bump in and bump out of shows	E E	M E	25 20	Cluster 3 – Bump in the Light Written Questioning, Practical documentation, Direct Observation of Practical Work	
Term 3	CUAIND311	Work effectively in the creative arts industry	C	M	20	Cluster 4 – Working in the Industry TBC	50% Preliminary Exam
Term 4/5	6 HSC UOCs						
	SITXCCS006	Provide services to customers	E	M	20	Cluster 5 – To Project and Serve Direct observation of simulated project-based activity, Research and response, Quiz, Case studies, Direct observation of role play	
	CUASOU306	Operate sound reinforcement systems	E	E	20		
	CUAVSS312	Operate vision systems	E	M	25		

Term 6/7	CUASTA311 CUASMT311 CUAIND314	Assist with production operations for live performances Work effectively backstage during performances Plan a career in the creative arts industry	E E C	M E E	25 20 20	Cluster 6 – Showtime! Knowledge Questions, Product based methods, Portfolio of Evidence, Direct Observation, Career Research and Resume Writing	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
OPTIONAL Unit delivered in Term X	HLTAID011 (optional)	Provide first aid (optional) (to be delivered by an external RTO) Please ensure school retains the Statement of Attainment from the external RTO for each student	E	E	20	Credit transfer for this unit when delivered by another RTO. Please insert name of RTO who delivered.....	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 265		Units of competency from the HSC focus areas will be included in the optional HSC examination.		

 PUBLIC SCHOOLS NSW ULTIMO RTO 90072 ENTERTAINMENT INDUSTRY SPECIALISATION STUDY (60 Indicative hours) ASSESSMENT SCHEDULE Preliminary Year 2023 or HSC 2024 QUALIFICATION: Statement of Attainment towards CUA30420 Certificate III in Live Production and Services Training Package: CUA Creative Arts and Culture (version 5.1)							NESA code 1 U X 1 YR - 26403 LMBR UI Code: (11 OR 12) CUA30420226403B
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TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements
Term XX	3 HSC UOCs						Students enrolled in the 60 hour specialisation course must also be enrolled in the 240 hour course. The HSC examination is based on content from the 240 hour course <i>No additional work placement is required.</i>
	CUALGT314	Install and operate follow spots	E	E	20	Cluster 7: The Event Practical Observation, Son Et Lumière, Written Questioning, Evaluations and Portfolio	
	CUAPPR314	Participate in collaborative creative projects	C	E	20		
	BSBBEF301	Organise personal work priorities and development	C	E	20		
NESA requires students to study a minimum of 60 hours to meet HSC requirements.			Total Hours 60		No Units of Competency from the 60 hour specialisation study are examinable in the HSC exam. The HSC examination will be based on the		

		<i>240 hour course only.</i>
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Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1	Preliminary Yearly Exam** (Optional)
		Week	Week
		Term 2	Term
		Date	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 SIT20322 Certificate II in Hospitality**.

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 Tasks for SIT20322 Certificate II in Hospitality 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	½ yearly Exam**	Trial Exam**
		Week Term 4 Date:	Week Term 5 Date:	Week Term 7 Date:	Week Term Date:	Week Term Date:
Code	Unit of Competency					
SITHIND006	Source and use information on the hospitality industry	x				
SITHFAB024	Prepare and serve non-alcoholic beverages		x			
SITHFAB025	Prepare and serve espresso coffee		x			
SITHFAB027	Serve food and beverages		x			
BSBTWK201	Work effectively with others			x		
SITHIND007	Use hospitality skills effectively			x		

Depending on the achievement of units of competency, the possible qualification outcome is **SIT20322 Certificate II in Hospitality**

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.



Education

Ultimo RTO - Department of Education - 90072
Qualification: SIT20421 Certificate II in Cookery
Cohort 2023 - 2024
Training Package SIT Tourism, Travel and Hospitality (version2.1)
Assessment Schedule Year 11 - 2023

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	Task 2	Preliminary Yearly Exam**
		Week	Week	Week
		Term 2	Term 3	Term
		Date	Date	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		
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 **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.

Assessment Schedule Year 12 – 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 3	Task 4	Task 5	½ yearly Exam** (Optional)	Trial Exam**
		Week Term 4 Date:	Week Term 5 Date:	Week Term 7 Date:	Week Term Date:	Week Term Date:
Code	Unit of Competency					
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.



Education

ULTIMO 90072

INFORMATION and DIGITAL TECHNOLOGY

CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2023 - HSC 2024

QUALIFICATION: ICT30120 Certificate III in Information, Digital Technology


Training Package: ICT Information and Communications Technology (version 7.2)

The information may change in 2023 due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimum disruption or disadvantage.

NESA course code
2 U X 2 YR - 27311
HSC Exam No.
27398
LMBR UI Code
(11 OR 12)
ICT30120127311B

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements - Exam estimate mark & weighting to total 100%
Term 1	6 PRELIMINARY UOCs						240 Indicative Hours over 2 years 35 hrs Work placement 50% Preliminary Exam
	BSBWHS311 ICTWEB305	Assist with maintaining workplace safety Produce digital images for the web	E E	M E	20 20	Cluster 1: Images of Safety Questioning, Observation, Product Based Method, Portfolio	
Term 2	BSBXTW301 ICTWEB304	Work in a team Build simple web pages	C E	M E	15 30	Cluster 2: Team Web Questioning, Observation, Product Based Method, Portfolio	
	Term 3	BSBXCS303 ICTICT313	Securely manage personally identifiable information and workplace information Identify IP, ethics and privacy policies in ICT environments	C C	M M	20 20	
Term 4		6 HSC UOC's					
	ICTSAS305 ICTSAS308	Provide ICT advice to clients Run standard diagnostic tests	C E	M E	30 10	Cluster 5: Run tests and provide advice to clients Questioning, Observation, Product Based Method	
Term 5 & 6	ICTPRG302 BSBCRT311	Apply introductory programming techniques Apply critical thinking skills in a team environment	C E	M E	30 10	Cluster 6: Programming Observation, Product Based Method, Portfolio	50 % Preliminary Exam

	ICTICT214	Operate application software packages	E	E	20		35 hrs Work placement
Term 7	ICTWEB306	Develop web presence using social media	E	E	15	Cluster 3: Social Media - Build your digital audience Questioning, Observation, Product Based Method	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 250			Units of competency from the HSC focus areas will be included in the optional HSC examination.	

 PUBLIC SCHOOLS NSW ULTIMO RTO 90072 RETAIL SERVICES CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE Preliminary Year 2023 - HSC 2024 QUALIFICATION: SIR30216 Certificate III in Retail (Release 4) Training Package: Retail Services (Release 7.0)							NESA course code 2 U X 2 YR - 26911 HSC Exam: 26999 LMBR UI Code: (11 OR 12) SIR30216126911B
TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements - Exam estimate mark & weighting to total 100%
Term 1	7 PRELIMINARY UOCs						240 Indicative Hours over 2 years 35 hrs Work placement 50 % Preliminary Exam
	SIRXWHS002 SIRXIND002	Contribute to workplace health and safety Organise and maintain a store environment	C E	M E	15 10	Cluster A: Safety and Spotless Written task, online quiz, practical and teacher observation	
Term 1-2	SIRXIND001 SIRXCOM002	Work effectively in a service environment Work effectively in a team	C C	M M	20 15	Cluster B: Working in the industry Research, self/peer assessment, simulation, presentation	
Term 2-3	SIRXCEG001 SIRXCEG002 SIRXCEG003	Engage the customer Assist with customer difficulties Build customer relationships and loyalty	C C C	M E E	20 20 20	Cluster C: Customer Service Teacher observation, written task, portfolio of evidence	
Term 4-5	7 HSC UOCs						

	SIRXSLS001 SIRXSLS002 SIRXRSK001	Sell to the retail customer Follow point of sale procedures Identify and respond to security risks	C E C	M M M	15 15 15	Cluster D: Sales & Security Questioning, scenario, role play	35 hrs Work placement
Term 5-6	SIRRMER001 SIRXPDK001	Produce visual merchandise displays Advise on products and services	E E	S S	20 20	Cluster E: Retail General Selling Scenario, direct observation of practical work, written questioning	50 % Trial HSC Exam
Term 7	SIRRINV002 SIRRINV001	Control stock Receive and handle retail stock	E E	E E	20 15	Cluster F: Stock Control Written questioning, scenario, direct observation of practical work	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 245			Units of competency from the HSC focus areas will be included in the optional HSC examination.	



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072

SPORT COACHING – CERTIFICATE III BOARD ENDORSED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2022 - HSC 2023

QUALIFICATION: SIS30521 Certificate III in Sport Coaching
Training Package: SIS Sport, Fitness and Recreation (Version 4)

NESA Course:
50418
LMBR UI Code:
(11 or 12)
SIS30521150418

TERM	Unit Code	Units Of Competency	AQF CORE	HSC STS	HSC IND	Assessment Task Cluster & Methods of Assessment	HSC requirements
Term 1-2	4 Preliminary UOC's						240 Indicative hours over 2 years
	HLTWHS001 SISXIND006	Participate in workplace health and safety Conduct sport, fitness and recreation events	C E - E	C E	15 30	Cluster 1: Tournament Time Direct Observation, Product Based Method and Questioning.	
Term 2-3	SISSSCO002 SISSSCO005	Work in community coaching role Continuously improve coaching skills and knowledge	C C	C C	30 30	Cluster 2: The Community Coach Research and Questioning, Portfolio of Evidence and Evaluation and Classroom Discussion	
Term 3-4	6 HSC UOCs						Minimum 35 hrs mandatory work placement
	SISSSOF002	Continuously improve officiating skills and knowledge	E-E	E	15	Cluster 3: (Complete 2 of the 3 elective options) a) Officiating in Sport – Online and Student Developed Quiz, Portfolio of Evidence and Consultation Form, Officiating and Evaluation b) Inclusive Coaching – Questioning, Portfolio of Evidence, Coaching Session and Evaluation c) Strength and Conditioning – Fitness Portfolio, Session Plan and Fitness Diary, Session Delivery and Evaluation	
	SISXDIS001	Facilitate inclusion for people with a disability	E-E	E	20		
	SISXCAI009	Instruct strength and conditioning techniques	E-E	E	25		
Term 5-6	SISSSCO003 BSBOPS403	Meet participant coaching needs Apply business risk management processes	C C	C C	30 25	Cluster 4: Coaching the Individual Direct Observation, Product Based Method and Questioning.	School may choose to insert examination weighting/s
Term 7	SISSSCO012	Coach sports participants up to an intermediate level	E-A	E	30	Cluster 5: Next Level Coaching Direct Observation, Product Based Method and Questioning.	
Stand alone Unit delivered in Term X	HLTAID011	Provide First Aid (to be delivered by an external RTO OR approved trainer from RTO 90072 ONLY)	C	C	20	Cluster 6: First Aid Approved trainers will have access to the IVET learners' platform for RTO 90072 delivery and assessment OR Credit Transfer when this unit is delivered by another RTO. Please ensure school retains the Statement of Attainment from the external RTO for each student	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours: 240/245/250			This course is a VET Board Endorsed Course and does not count towards the ATAR. No HSC exam in this course.	

