



GRC

OATLEY SENIOR CAMPUS

2025

HSC Assessment Policy & Calendar

Revised and updated 15th September 2024

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 high

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Dates to Remember

Important HSC Dates

Term 2, 2025

Friday 2nd May 2025

Personalised 2025 HSC written examination timetable released via Students Online*

Term 4, 2025

Thursday 16th October 2025

HSC written examinations commence*

GRC Oatley Trial HSC Examination

Term 3 Weeks 4 to 6

Monday 11th of August 2025 – Friday 29th August 2025

HSC Begins

Term 4 Week 1

Thursday 16th October 2025

(Expected conclusion: Monday 10th November 2025) *

(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 2025 Higher School Certificate Candidates” booklet provided by the NSW Education Standards Authority (NESAS).

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 that 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.**

NESA will moderate the final assessment mark 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 the 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 LifeSkills 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 Deputy Principal 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 and an alternate task can not be given.
- 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, 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 a 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 ALL MY OWN WORK

What is all my own work?

When you say that something is all your own work and don't acknowledge anyone else's input, you're saying that the work is all your own original ideas. When you submit your work to be marked, whether it's a written or practical task, it's important that you're being marked **only on your own work**

When is it not all my own work?

If you incorporate the work, words, or ideas of others, it is no longer entirely your own. In some cases, you may be permitted to include others' ideas or research in your work to demonstrate supporting evidence. However, you must always acknowledge these sources properly.

Collaborative Learning

Collaborative learning is when students work together in groups of 2 or more towards a shared goal. This might be a short idea-sharing discussion or a long-term group project. Whatever the purpose, all group members should participate as equally as possible and be honest about their contributions.

Copying involves using someone else's work, words, or ideas and presenting them as your own, regardless of the other person's awareness. Collusion refers to secret collaboration with another person to mislead teachers or peers, often involving dishonest actions.

Examples of collusion include:

- Sharing answers or assessments for other people to copy, even if you ask them to change the words to make it look like their own before they hand it in.
- Agreeing to pretend that another student contributed to a group project when they didn't
- Letting an external tutor complete some or all of your work for you
- Working with another student to take unauthorised notes, cheat sheets or devices into a test or assessment environment.

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.

4 types of malpractice include:

- Misrepresentation
- Plagiarism
- Collusion (including AI)
- Breach of conditions

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 that 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.

Generative AI is when a computer generates or 'makes' things, such as images, videos, music or text. Generative AI searches through the virtual library of work, words and ideas created by people and then puts them together in a new way.

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

The unapproved use of AI tools in the completion of HSC assessment tasks and exams is a breach of academic integrity. HSC assessment tasks and exams (including projects, submitted works and performances) must be your own work or must be acknowledged appropriately.

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.

In the case of suspected malpractice, 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.

In the case of breaching of conditions, students will be required to justify why the action was necessary and should not be deemed as malpractice.

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 APPEALING HSC ASSESSMENT RANK

You can find out your assessment ranks (your final position in each school course) in your *Students Online* account after the final HSC exam. You cannot appeal your marks for individual assessment tasks. But if you feel your rank is wrong in a course, you can apply to your principal for a review.

In this review, the school will consider whether it:

1. weighted its assessment tasks in line with NESA requirements.
2. complied with its stated assessment program when deciding your final assessment mark.
3. miscalculated or made a clerical error when deciding your assessment mark.

If you want to apply for a review, you must do this before NESA's cutoff date. Your school will tell you the review outcome and inform NESA if your assessment mark should change.

You can appeal to NESA if you are unhappy with your school's review.

If you are dissatisfied with the **process** of the school's review, you can ask your principal to lodge an appeal with NESA. We will only consider whether the school's review was:

- adequate for deciding items 1 to 3 above.
- done properly.

We will not revise assessment marks or rank order. If we uphold your appeal, we ask the school to correct any errors.

Your school can provide you with an assessment rank appeal form. You must lodge appeals to NESA at your school by the cut-off date on the form. We will not process any appeals after this date, unless there are exceptional circumstances.

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

HT ADMIN TO COMPLETE

<input type="checkbox"/> Please grant an extension until _____ <input type="checkbox"/> Please estimate and adjust if appropriate. <input type="checkbox"/> Not approved because _____ _____ DP signature: _____ Date: / /	Exam rescheduled for _____ <input type="checkbox"/> Disability Provisions <input type="checkbox"/> 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)

1. Ring and notify the school on the day the task is due.
2. Obtain the necessary documentation e.g. Doctor's certificate. The Doctor's certificate must state: "Unable to attend school to attempt (or hand in) HSC assessment task" with the date of the task and reason
3. 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.
4. After seeing HT/Teacher, report to Deputy Principal to obtain Illness/Misadventure application.
5. Complete the first 4 sections of the form and tick (✓) box 1 in **STUDENT APPEAL** section.
6. Submit supporting documentation.

B/ Performance in an Assessment Task

1. Notify your teacher on the day the task is due / being held.
2. Report to Deputy Principal to obtain Illness / Misadventure application.
3. Complete the first 4 sections of the form and tick (✓) box 2 in **STUDENT APPEAL** section.
4. 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 BOS assessment task.

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 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 NESAs will be allowed at your desk.
- All other equipment and bags must be left in the Monk Theatre or area designated by the supervisor.
- **Mobile phones, programmable watches or other SMART devices are to be TURNED OFF and left in bags OR handed in at reception.**
- Students can leave bags in the Monk Theatre for safety. The theatre will be opened at the end of the exam only
- **No food or drink** 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 communication (eg talking, noise disruption etc) during this time could result in the cancellation of all or part of your paper.
- Malpractice 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 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 bundle with their name on each sheet and handed in at the end of the session.
- Prepare all your equipment the night before and check examination starting times.
- Languages speaking exams – see your teacher to organise a time.

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

1. A parent or guardian **MUST phone the school** to explain your absence in line with the Year 11 Assessment Policy.
2. As soon as you are able, 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 **Admin Coordinator, Mr Boustani, and 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.

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

Year 12 Assessment Calendar

Term 4, 2024

Monday 14th October 2024 – Wednesday 18th December 2024

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

WEEK beginning	SUBJECTS ASSESSED
WK 1 14/10	
WK 2 21/10	
WK 3 28/10	
WK 4 4/11	
WK 5 11/11	
WK 6 18/11	Physics.
WK 7 25/11	Ancient History, Dance, Earth and Environmental Science, French, Italian Beginners, Japanese Beginners, Japanese Continuers, Legal Studies, Modern Greek Beginners, Sport, Life and Recreation Studies.
WK 8 2/12 Assessment Week	Business Studies, Chemistry, Community and Family Studies, English Advanced, English Standard, English Studies, Investigating Science, Mathematics Standard 1 (Hand in), Mathematics Standard 2, Modern History, Music 1, Music 2 (Practical), Personal Development/Health/Physical Education, Photography, Video and Digital Imaging (Hand-in), Visual Arts (Hand in).
WK 9 9/12	Biology, Ceramics (Hand in), Chinese and Literature (Writing), Chinese in Context, Design and Technology (Hand-in), Drama (Hand-in), Economics, Engineering Studies (Hand-in), Enterprise Computing, Food Technology, Geography, Mathematics Advanced, Textiles and Design (Hand-in).
WK 10 16/12	Chinese and Literature (Speaking), English EAL/D, English Extension 2, Industrial Technology – Timber Products and Furniture Technologies (Hand-in), Mathematics Extension 1, Society and Culture, Software Engineering

Year 12 Assessment Calendar
Term 1, 2025
Tuesday 4th February 2025 – Friday 11th April 2025

WEEK beginning	SUBJECTS ASSESSED
WK 1 31/1 SDD	No Students.
WK 2 4/2 3/2 - SDD	Mathematics Extension 2.
WK 3 10/2	
WK 4 17/2	Dance, English Extension 1.
WK 5 24/2	
WK 6 3/3	History Extension, Society and Culture.
WK 7 10/3	Ancient History, Chinese in Context, Chinese and Literature, Design and Technology (Hand-in), Earth and Environmental Science, French, Italian Beginners, Japanese Beginners, Japanese Continuers (Writing/Speaking), Modern Greek Beginners, Modern History, Physics.
WK 8 17/3	Economics, English Studies, Geography, Industrial Technology – Timber Products and Furniture Technologies, Sport, Lifestyle and Recreation Studies (Hand in), Textiles and Design.
WK 9 24/3 Assessment Week	Biology, Business Studies, Chemistry, Engineering Studies (Hand-in), English Advanced, English Standard, Enterprise Computing (Hand in), Legal Studies, Mathematics Standard 1, Mathematics Standard 2, Music 1 (Practical), Music 2 (Practical), Music Extension (Practical), Personal Development/Health/Physical Education.
WK 10 31/3	Community and Family Studies (Hand in), English EAL/D, English Extension 2 (Hand in), Investigating Science, Mathematics Advanced, Software Engineering.
WK 11 7/4	Drama, Food Technology, Mathematics Extension 1.

Year 12 Assessment Calendar
Term 2, 2025
Wednesday 30th April 2025 – Friday 4th July 2025

WEEK beginning	SUBJECTS ASSESSED
WK 1 30/4 28-29 /4 - SDD	Photography, Video and Digital Imaging.
WK 2 5/5	Mathematics Extension 2
WK 3 12/5	
WK 4 19/5	Ancient History, Physics.
WK 5 26/5	Community and Family Studies.
WK 6 2/6	Dance, Earth and Environmental Science.
WK 7 9/6 9 th PH	Ceramics, Chinese and Literature (Writing), English Studies, French, Geography, History Extension, Italian Beginners, Japanese Beginners, Japanese Continuers, Modern Greek Beginners, Society and Culture.
WK 8 16/6 Assessment Week	Biology, Business Studies, Chemistry, Drama (Practical), English Advanced, English Standard, Investigating Science, Legal Studies, Mathematics Standard 1, Mathematics Standard 2, Modern History, Music 1 (Trial), Music 2 (Trial), Personal Development/Health/Physical Education.
WK 9 23/6	Economics, Engineering Studies, Enterprise Computing, Mathematics Advanced, Music Extension, Sport, Lifestyle and Recreation Studies, Textiles and Design, Visual Arts.
WK 10 30/6	English EAL/D, English Extension 1, English Extension 2 (Hand in), Industrial Technology – Timber Products and Furniture Technologies, Mathematics Extension 1, Software Engineering.
	Homework Free Holidays – Major Work Focus and Trial Preparation

Year 12 Assessment Calendar

Term 3, 2025

Tuesday 22nd July 2025 – Friday 26th September 2025

WEEK beginning	SUBJECTS ASSESSED	
WK 1 22/7 <small>21/7 - SDD</small>	Dance (Trial), Food Technology (Hand-in), Design and Technology (Hand in), Mathematics Extension 2.	
WK 2 28/7		
WK 3 4/8	Ceramics – (School hand in) Major Project, Drama/Music Showcase (Individual/Group Performances - Trial), Visual Arts – Body of Work – Friday 8 (Trial) Society and Culture Major Work Due – Monday 4/8	
WK 4 11/8	TRIAL HSC EXAMS	Dance HSC Practical Examinations Industrial Technology - Timber and Furniture Technologies - Major Work - Thursday 14/8 - 3pm <small>Photography, Video and Digital Imaging – Major Project (school hand in)</small>
WK 5 18/8	TRIAL HSC EXAMS	Dance HSC Practical Examinations English Extension 2 - Major Work – Wednesday 20/8 -3pm Textiles and Design - Major Work - Monday 18/8 - 3pm
WK 6 25/8	TRIAL HSC EXAMS	Drama HSC Practical Examinations Drama HSC Submissions Monday 3pm 25/8 Design and Technology - Major Work – Thursday 28/8 -3pm
WK 7 1/9	ASSESSMENT FREE WEEK	Visual Arts Major Work - Monday 1/9 - 3pm
WK 8 8/9	ASSESSMENT FREE WEEK	Music HSC Practical Examinations Music HSC Composition submission – Monday 8/9 3pm
WK 9 15/9	ASSESSMENT FREE WEEK	Music HSC Practical Examinations
WK 10 22/9	ASSESSMENT FREE WEEK	



2025

**ENGLISH
HSC
Assessment
Schedules**

Revised and updated 15th September 2024

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
2025 ASSESSMENT SCHEDULE

COURSE: ENGLISH – STANDARD (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
		Text and Human Experiences	Module A Essay (20%)	Craft of Writing	Trial Examination
Components	Weighting %	Multimodal Task (5%) Prescribed Text Essay and Short Answer (20%)	(Timed response)	Response to stimulus and Reflective Writing (25%)	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
2025 ASSESSMENT SCHEDULE

COURSE: ENGLISH STUDIES (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 8	Term 1 Week 8	Term 2 Week 7	Term 3 Trial HSC Examination Period
Components	Weighting %	Timed Short Answer / Extended Response	Multimodal: listening / Viewing/ responding	Portfolio of Work	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 and effectively 	50	15	10	15	10
Total %	100	30	20	30	20
Outcomes Assessed		ES12-2 ES 12-3 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
2025 ASSESSMENT SCHEDULE

COURSE: ENGLISH – EAL/D (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 10	Term 1 Week 10	Term 2 Week 10	Term 3 Trial HSC Examination Period
			Module B	Module D	
Components	Weighting %	Multimodal Presentation (in class)	Reading and Writing	Focus on Writing	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 EAL-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
2025 ASSESSMENT SCHEDULE

COURSE: ENGLISH – ADVANCED (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
		Text and Human Experiences	Module A Essay (20%)	Craft of Writing	Trial Examination
Components	Weighting %	Multimodal Task (5%) Prescribed Text Essay and Short Answer (20%)	(Timed response)	Response to stimulus and Reflective Writing (25%)	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
2025 ASSESSMENT SCHEDULE

COURSE: ENGLISH EXTENSION 1 (1 UNIT)

		TASK 1	TASK 2	TASK 3
		Term 1 Week 4	Term 2 Week 10	Term 3 Trial HSC Examination Period
Components	Weighting %	Common Module Literary Worlds Creative Writing Portfolio	Elective: Literary Homelands Related Text and Prescribed Text Critical Response	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
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COURSE: ENGLISH EXTENSION 2 (1 UNIT)

		TASK 1	TASK 2	TASK 3
		Term 4 Week 10	Term 1 Week 10	Term 2 Week 10
Components	Weighting %	Viva Voce	Literature Review (Hand in)	Critique of Creature 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		EEX12-1 EEX12-2 EEX12-4	EEX12-1 EEX12-3 EEX12-4	EEX12-1 EEX12-3 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 reevaluates a significant situation, event or idea
- EEX12-5** Reflects on and evaluates the composition process and the effectiveness of their own published composition



2025

**MATHEMATICS
HSC
Assessment
Schedules**

Revised and updated 15th September 2024

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GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 12 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: MATHEMATICS STANDARD 1 (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 8	Term 1 Week 9	Term 2 Week 8	Term 3
		Investigation task	Test	Open book test	Trial HSC Examination Period
Components	Weighting %	Algebra -Types of relationships	Algebra Types of relationships Measurement - Right-angled triangles, Rates, Scale Drawing	Financial Mathematics- Investment Depreciation and Loans Statistical Analysis Further Statistical Analysis	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 MS1-12-6 MS1-12-9 MS1-12-10	MS1-12-1 MS1-12-3 MS1-12-4 MS1-12-6 MS1-12-10	MS1 -12-2 MS1-12-5 MS1-12-7 MS1-12-10	MS1-12-1 MS1 12-8 MS1-12-10

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
2025 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
Components	Weighting %	Investigation task Algebra	Test Algebra Measurement	Open book test Financial Mathematics Statistics	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		MS2-12-1 MS2-12-6 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-3 MS2-12-4 MS2-12-6 MS2-12-10	MS2-12-2 MS2-12-5 MS2-12-7 MS2-12-10	MS2-12-1 MS2-12-6 MS2-12-2 MS2-12-7 MS2-12-3 MS2-12-8 MS2-12-5 MS2-12-10

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
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COURSE: MATHEMATICS ADVANCED 2 (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
Components	Weighting %	Investigation task Functions Calculus	Test Functions Calculus	Open book test 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		MA12-3 MA12-6 MA12-7 MA12-9 MA12-10	MA12-1 MA12-3 MA12-6 MA12-7 MA12-10	MA12-1 MA12-8 MA12-2 MA12-10 MA12-4 MA12-5	MA12-1 MA12-8 MA12-10

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
2025 ASSESSMENT SCHEDULE

COURSE: MATHEMATICS EXTENSION 1 (1 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 10	Term 1 Week 11	Term 2 Week 10	Term 3 Trial HSC Examination Period
Components	Weighting %	Investigation task Proof Vectors	Test Vectors, Calculus	Open book test Trigonometric Functions Calculus	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		ME12-1 MS12-2 ME12-6 ME12-7	ME12-1 ME12-2 ME12-4 ME12-7	ME12-1 ME12-2 ME12-3 ME12-4 ME112-7	ME12-1 ME12-2 ME12-3 ME12-4 ME12-5 ME12-7

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
2025 ASSESSMENT SCHEDULE

COURSE: MATHEMATICS EXTENSION 2

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 11	Term 2 Week 2	Term 3 Week 1	Term 3 Trial HSC Examination Period
Components	Weighting %	Investigative task Complex Numbers	Test Proof Calculus	Open book test Calculus Mechanics	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
Total %	100	20	30	20	30
Outcomes assessed		MEX12-1 MEX12-4 MEX12-7 MEX12-8	MEX12-1 MEX12-2 MEX12-5 MEX12-7 MEX12-8	MEX12-1 MEX12-5 MEX12-6 MEX12-7 MEX12-8	MEX12-1 MEX12-5 MEX12-2 MEX12-6 MEX12-3 MEX12-7 MEX12-4 MEX12-8

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.



2025

**SCIENCE
HSC
Assessment
Schedules**

Revised and updated 15th September 2024

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GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 12 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: BIOLOGY (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Trial HSC Examination Period
Components	Weighting %	Module 5 Heredity Depth Study	Module 6 Genetic Change Research Task	Module 5,6 & 7 Data Analysis	All modules Trial examination
Skills in working scientifically	60	20	15	15	10
Knowledge and understanding course content	40	5	5	10	20
Total %	100	25	20	25	30
Outcomes assessed		BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-7 BIO12-12	BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO12-13	BIO11/12-2 BIO11/12-4 BIO11/12-5 BIO11/12-6 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
2025 ASSESSMENT SCHEDULE

COURSE: CHEMISTRY (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
Components	Weighting %	Module 5: Equilibrium and Acid Reactions Depth Study / In Class Task	Module 6: Acid/Base Reactions Practical Test	Module 7: Organic Chemistry Research Task	Content Area All core modules Trial HSC examination
Skills in working scientifically	60	15	20	15	10
Knowledge and understanding course content	40	10	5	5	20
Total %	100	25	25	20	30
Outcomes assessed		CH12-1 CH12-2 CH12-3 CH12-5 CH12-12	CH12-3 CH12-5 CH12-6 CH12-7 CH-12-13	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
2025 ASSESSMENT SCHEDULE

COURSE: EARTH AND ENVIRONMENTAL SCIENCE (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 7	Term 1 Week 7	Term 2 Week 6	Term 3 Trial HSC Examination Period
Components	Weighting %	Module 5: Earth's Processes Depth Study / Modelling	Module 6: Hazards Research Test	Module 7: Climate Science Processing Data and Information	All modules Trial HSC examination
Skills in working scientifically	60	20	15	20	5
Knowledge and understanding course content	40	5	5	5	25
Total %	100	25	20	25	30
Outcomes assessed		EES11/12-1 EES11/12-2 EES11/12-3 EES11/12-7 EES12-12	EES11/12-4 EES11/12-5 EES11/12-6 EES12-13	EES11/12-5 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
2025 ASSESSMENT SCHEDULE

COURSE: INVESTIGATING SCIENCE (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 8	Term 1 Week 10	Term 2 Week 8	Term 3 Exam Period Trial HSC Examination Period
Components	Weighting %	Module 5 Scientific Investigation Practical Test	Module 6 Technologies Research Task	Module 7 Fact or Fallacy Depth Study	All core modules Trial HSC examination
Skills in working scientifically	40	5	10	5	20
Knowledge and understanding course content	60	20	10	20	10
Total %	100	25	20	25	30
Outcomes assessed		INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-6 INS12-13	INS11/12-4 INS11/12-5 INS12-13	INS11-12-1 INS11/12-5 INS11/12-7 INS12-14	INS11/12-6 INS12-12 INS12-13 INS12-14 INS12-15

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

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 12 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: PHYSICS (2 UNIT)

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



2025

**HSIE
HSC
Assessment
Schedules**

Revised and updated 15th September 2024

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GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 12 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: ANCIENT HISTORY (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 7	Term 1 Week 7	Term 2 Week 4	Term 3
Components	Weighting %	Source Analysis Pompeii and Herculaneum	Topic Test Sparta	Historical Analysis Greek World	Trial HSC Examination Period Trial HSC Examination
Knowledge and understanding course content	40	5	5	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	20	25	25	30
Outcomes assessed		AH12-3 AH12-5 AH126 AH1210	AH12-7 AH12-9 AH12-4	AH12-2 AH12-3 AH12-8 AH12-9	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
2025 ASSESSMENT SCHEDULE

COURSE: BUSINESS STUDIES (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	
Components	Weighting %	Topic 1 Research Based Extended Response (Exam)	Topic 2 Topic Test	Topic 3 Business Report (Exam)	Topic 1-4 Trial HSC Examination	
Knowledge and understanding 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 H4 H7 H9	H5 H6 H10	H5 H8 H9	H1 H2 H3 H4	H5 H6 H9 H10

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
2025 ASSESSMENT SCHEDULE

COURSE: ECONOMICS (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Week 8	Term 2 Week 9	Term 3 Trial HSC Examination Period
Components	Weighting %	Research Task and in class exam The Global Economy + Case Study	Topic Test Australia's Place in the Global Economy	Extended Response Economic Issues	Topic 1-4 Trial HSC Examination
Knowledge and understanding 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		H2 H3 H5 H9	H1 H4 H7 H8 H11	H7 H8 H9 H10	H1 H6 H2 H7 H4 H10 H5 H11

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
2025 ASSESSMENT SCHEDULE

COURSE: GEOGRAPHY (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Week 8	Term 2 Week 7	Term 3 Trial HSC Examination Period
Components	Weighting %	Topic Test Global Sustainability	Fieldwork Task Rural and Urban Places	Topic Test Ecosystems Global Biodiversity	<i>All Topics</i> Trial HSC Examination
Knowledge and understanding course content	40	10	10	5	15
Geographical tools and skills	20	5		5	10
Geographical inquiry and research, including fieldwork	20		10	10	
Communication of geographical information, ideas and issues in appropriate forms	20	5	5	5	5
Total %	100	20	25	25	30
Outcomes assessed		GE12-02 GE12-04 GE12-07 GE12-09	GE12-01 GE12-05 GE12-06 GE12-09	GE12-03 GE12-04 GE12-07 GE12-09	GE12-02 GE12-01 GE12-03 GE12-08

Course Outcomes:

- GE-12-01** Analyses rural and urban places, ecosystems, global biodiversity and economic activity, for their characteristics, spatial patterns, interactions and nature and extent of change over time.
- GE-12-02** Analyses geographical processes and influences, at a range of scales, that form and transform places and environments.
- GE-12-03** Assesses geographical opportunities and challenges, and the role of varying perspectives and responses in their management.
- GE-12-04** Evaluates responses and management strategies, at a range of scales, for sustainability.
- GE-12-05** Synthesises and evaluate relevant geographical information from a variety of sources
- GE-12-06** Justifies geographical methods used in geographical inquiry and their relevance in the contemporary world.
- GE-12-07** Selects and applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments.
- GE-12-08** Applies mathematical ideas and techniques to analyse complex geographical data.
- GE-12-09** Communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms.

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 12 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: HISTORY EXTENSION (1 UNIT)

		TASK 1	TASK 2	TASK 4
		Term 1 Week 6	Term 2 Week 7	Term 3 Trial HSC Examination Period
Components	Weighting %	History Project Historical Process (proposal, process log annotated sources)	History Project Essay	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
2025 ASSESSMENT SCHEDULE

COURSE: LEGAL STUDIES (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 7	Term 1 Week 9	Term 2 Week 8	Term 3 Trial HSC Examination Period
Components	Weighting %	Topic Test Human Rights	Topic Test Crime	Options Research Extended response	<i>All Topics</i> Trial HSC Examination
Knowledge and understanding course content	40	15	5	5	15
Geographical tools and skills	20	5	5	5	5
Geographical inquiry and research, including fieldwork	20		10	10	
Communication of geographical information, ideas and issues in appropriate forms	20		5	5	10
Total %	100	20	25	25	30
Outcomes assessed		H1 H2 H3 H4 H8	H1 H3 H4 H5 H6	H5 H6 H7 H9 H10	H2 H3 H6 H9 H10

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
2025 ASSESSMENT SCHEDULE

COURSE: MODERN HISTORY (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 8	Term 1 Week 7	Term 2 Week 8	Term 3 Trial HSC Examination Period
Components	Weighting %	Source Analysis Power and Authority in the Modern World 1919-1946	Essay National Study USA	Historical Analysis Conflict in Indochina	<i>All Topics</i> Trial HSC Examination
Knowledge and understanding 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	25	20	25	30
Outcomes assessed		MH12-1 MH12-6 MH12-7	MH12-2 MH12-3 MH12-5 MH12-9	MH12-3 MH12-5 MH12-8	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
2025 ASSESSMENT SCHEDULE

COURSE: SOCIETY AND CULTURE (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 10	Term 1 Week 6	Term 2 Week 7	Term 3 Trial HSC Examination Period
Components	Weighting %	Hand In Pip Milestone Check	Topic Test Continuity and Change	Extended response test Depth Study	<i>All Topics</i> Trial HSC Examination
Knowledge and understanding course content	50	10	5	15	20
Application and evaluation of social and cultural research methods	30	10	10	15	10
Communication of information, ideas and issues in appropriate forms	20	5			
Total %	100	25	15	30	30
Outcomes assessed		H4 H6 H7 H8 H10	H1 H2 H3 H5 H7	H1 H5 H8 H9	H1 H2 H3 H4 H5 H10

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



2025

**HEALTH
STUDIES
HSC
Assessment
Schedules**

Revised and updated 15th September 2024

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GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 12 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: COMMUNITY AND FAMILY STUDIES (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 8 <i>Assessment Week</i>	Term 1 Week 10	Term 2 Week 5	Term 3 Trial HSC Examination Period
Components	Weighting %	Investigation Core: Group in Context	Independent Research Project Core: Research Methodology	Research Task Option: Individuals and Work	Trial HSC Examination
Knowledge and understanding course content	40	10	5	10	15
Skills in critical thinking, research, analysing and communicating	60	15	15	15	15
Total %	100	25	20	25	30
Outcomes assessed		H1.1 H3.1 H4.2 H5.1 H6.2	H4.1 H4.2	H2.3 H3.4 H5.2 H6.1	H1.1 To H6.2

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
2025 ASSESSMENT SCHEDULE

COURSE: PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4		
		Term 4 Week 8 <i>Assessment Week</i>	Term 1 Week 9	Term 2 Week 8	Term 3 Trial HSC Examination Period		
Components	Weighting %	Research and responding task. Core: 2 Factors Affecting Performance	Written Report Options: Sports Med and improving Performance	Critical analysis and investigation Core 1: Health Priorities in Australia	Trial HSC Examination		
Knowledge and understanding 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		H11 H16 H17	H8 H10 H13 H16 H17	H3 H4 H5 H14 H16	H1 H2 H3 H4 H5	H7 H8 H9 H10 H11	H14 H15 H17

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

2025 ASSESSMENT SCHEDULE

COURSE: SPORT, LIFESTYLE AND RECREATION STUDIES (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 7	Term 1 Week 9	Term 2 Week 8	Term 3 Trial HSC Examination Period
Components	Weighting %	Planning For Outdoor Recreation Experience	Research Report (Hand in) Healthy Lifestyles and Athletics	Response Task Athletics & Applications of Games and Sports Applications II	Trial HSC Examination
Knowledge and understanding	50	15		5	30
Skills	50	5	15	25	5
Total %	100	20	15	30	35
Outcomes assessed		H1.1 H3.6 H1.3 H4.1 H2.3 H4.2 H3.5	H1.1 H2.2 H3.4 H1.2 H2.3 H3.5 H1.3 H2.5 H4.3 H1.5 H3.1 H4.4 H1.6 H3.2 H2.1 H3.3	H1.1 H3.2 H1.3 H3.3 H1.6 H3.4 H2.1 H3.5 H2.3 H4.3 H3.1 H4.4	H1.1 H2.3 H4.1 H1.3 H2.5 H4.2 H1.4 H3.1 H4.3 H1.5 H3.2 H4.4 H1.6 H3.3 H4.5 H2.1 H3.4 H2.2 H3.6

Course Outcomes:

- H1.1** Applies the rules and conventions that relate to participation in a range of physical activities
- H1.2** Explains the relationship between physical activity, fitness and healthy lifestyle
- H1.3** Demonstrates ways to enhance safety in physical activity
- H1.4** Investigates and interprets the patterns of participation in sport and physical activity in Australia
- H1.5** Critically analyses the factors affecting lifestyle balance and their impact on health status
- H1.6** Describes administrative procedures that support successful performance outcomes
- H2.1** Explains the principles of skill development and training
- H2.2** Analyses the fitness requirements of specific activities
- H2.3** Selects and participates in physical activities that meet individual needs, interests and abilities
- H2.4** Describes the relationship between anatomy, physiology and performance
- H3.1** Selects appropriate strategies and tactics for success in a range of movement contexts
- H3.2** Designs programs that respond to performance needs
- H3.3** Measures and evaluates physical performance capacity
- H3.4** Analyses personal health practices
- H3.5** Assesses and responds appropriately to emergency care situations
- H3.6** Analyses the impact of professionalism in sport
- H4.1** Plans strategies to achieve performance goals
- H4.2** Demonstrates leadership skills and a capacity to work cooperatively in movement context
- H4.3** Makes strategic plans to overcome the barriers to personal and community health
- H4.4** Demonstrates competence and confidence in movement contexts



2025

**TAS
HSC
Assessment
Schedules**

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GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 12 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: DESIGN AND TECHNOLOGY (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4	
		Term 4 Week 9	Term 1 Week 7	Term 3 Week 1	Term 3 Trial HSC Examination Period	
Components	Weighting %	Project Proposal Presentation	Innovation and Emerging Technology Case Study*	Project Reflection Presentation	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

*NESAs 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 H4.1, H4.2, H4.4, H5.1, H6.1)	
Term 4	Week 5	Project Proposal & Project Management Section	
		<ul style="list-style-type: none"> • Identification and exploration of the need 	<input type="checkbox"/> Identifies and explores needs and opportunities of the final design project <input type="checkbox"/> Brainstorm/PMI/Surveys <input type="checkbox"/> Identifies MDP focus <input type="checkbox"/> Target Market <input type="checkbox"/> Design Brief <input type="checkbox"/> Primary & Secondary Research
		<ul style="list-style-type: none"> • Areas of investigation 	<input type="checkbox"/> Describes areas of investigation which relate to the need and provide direction for further investigation.
Term 4	Week 10	Project Proposal & Project Management Section	
		<ul style="list-style-type: none"> • Criteria to evaluate success 	<input type="checkbox"/> Establish criteria to evaluate the success of the PSE
		<ul style="list-style-type: none"> • Action, Time plans 	<input type="checkbox"/> Formulate, document and evaluate Action and Time plan for Term 4
		<ul style="list-style-type: none"> • Finance plans 	<input type="checkbox"/> Formulate proposed budget for MDP <input type="checkbox"/> Update actual budget for MDP for Term 4
Term 1	Week 5	Project Development & Realisation Section	
		<ul style="list-style-type: none"> • Evidence of creativity 	<input type="checkbox"/> Exploration of existing ideas <input type="checkbox"/> Idea Generation – a range of initial ideas and a final idea <input type="checkbox"/> Degree of difference
		<ul style="list-style-type: none"> • Consideration of design factors relevant to MDP 	<input type="checkbox"/> Documents the design factors and how they are relevant to students MDP
		<ul style="list-style-type: none"> • Appropriate research and experimentation 	<input type="checkbox"/> Conduct and document experiments on: Tools, Materials, Techniques that may be used in the students' MDP <input type="checkbox"/> Test design solutions for appropriateness of design and against the factors of design.
		<ul style="list-style-type: none"> • Action, Time & Finance plans 	<input type="checkbox"/> Update for Term 1 Weeks 1-5
Term 1	Week 10	Project Development & Realisation Section	
		<ul style="list-style-type: none"> • Application of conclusions 	<input type="checkbox"/> Documents and applies conclusions of experiments to prototype development.
		<ul style="list-style-type: none"> • Identification and justification of ideas and resources 	<input type="checkbox"/> Justifies the selected ideas & resources (materials, tools, techniques) used in the students' MDP
		<ul style="list-style-type: none"> • Recording and application of evaluation procedures throughout the design project 	<input type="checkbox"/> Evidence of evaluation at each section of the portfolio. <input type="checkbox"/> Updated for Term 1
		<ul style="list-style-type: none"> • Evidence of practical skills for MDP 	<input type="checkbox"/> Order of construction: Images of activities, procedural texts, explanation of practical activities up to Term 1 Week 10.
		<ul style="list-style-type: none"> • Action, Time & Finance plans 	<input type="checkbox"/> Update for Term 1 Weeks 6-10/11
Term 2	Week 5	Project Development & Realisation Section	
		<ul style="list-style-type: none"> • Recording and application of evaluation procedures throughout the design project 	<input type="checkbox"/> Evidence of evaluation at each section of the portfolio. <input type="checkbox"/> Updated for Term 2 Week 5

		<ul style="list-style-type: none"> Project Proposal & Project Development and Realisation formative feedback applied 	<input type="checkbox"/> Feedback applied from previous progress checks and self-evaluations.
		<ul style="list-style-type: none"> Evidence of practical skills for MDP 	<input type="checkbox"/> Order of construction: Images of activities, procedural texts, explanation of practical activities up to Term 2 Week 5.
		<ul style="list-style-type: none"> Action, time & Finance plans 	<input type="checkbox"/> Update for Term 2 Weeks 1-5
Term 2	Week 10	Project Evaluation Section:	
		<ul style="list-style-type: none"> Analysis and evaluation, final evaluation relationship of final project to the proposal complete. 	<input type="checkbox"/> Evidence of evaluation at each section of the portfolio. <input type="checkbox"/> Final evaluation completed, includes evaluation of impact on society, the individual and the environment. <input type="checkbox"/> Updated for Term 2 Week 10
		<ul style="list-style-type: none"> Use of communication and presentation techniques 	<input type="checkbox"/> Demonstrated through portfolio creation and practical documentation.
		<ul style="list-style-type: none"> Evidence of practical skills for MDP 	<input type="checkbox"/> Order of construction: Images of activities, procedural texts, explanation of practical activities up to Term 2 Week 10.
		<ul style="list-style-type: none"> Action, time & Finance plans 	<input type="checkbox"/> Update for Term 2 Weeks 6-10/11
Term 3	Week 2	Project Completion:	
		<ul style="list-style-type: none"> Action, time & Finance plans 	<input type="checkbox"/> Update for Term 2 Weeks 1-5 and final version
		<ul style="list-style-type: none"> Final version of portfolio 	<input type="checkbox"/> Final version for proof reading before being printed and bound for marking.
<input type="checkbox"/> Major Project completed and submitted Term 3 Week 6			

- 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”
- Submit progress checks as a digital file to establish a regular back up of students work.
- 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:** 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
2025 ASSESSMENT SCHEDULE

COURSE: ENGINEERING STUDIES (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Trial HSC Examination Period
Components	Weighting %	Civil Engineering Project and Report	Transport Engineering Problem- Solving	Aeronautical Engineering Research	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

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COURSE: ENTERPRISE COMPUTING (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 4-6
Components	Weighting %	Data science task	Data Visualisation task	Individual Enterprise project	Trial HSC Examination
Knowledge and understanding of course content	50	10	10	15	15
Knowledge and skills in research, problem solving, and communication related to engineering practice	50	10	10	15	15
Total %	100	20	20	30	30
Outcomes assessed		EC-12-02 EC-12-04 EC-12-05	EC-12-01 EC-12-06 EC-12-11	EC-12-07 EC-12-08 EC-12-09	EC-12-01 EC-12-03 EC-12-10

Course Outcomes:

- EC-12-01** Explains how systems meet the needs of a range of enterprises
- EC-12-02** Explains the function of data and information within enterprise computing systems
- EC-12-03** Explains and evaluates how data is safely and securely collected, stored and manipulated when developing enterprise computing systems
- EC-12-04** Explains how data is used in enterprise computing systems
- EC-12-05** Applies tools and resources to analyse complex datasets
- EC-12-06** Analyses how innovative technologies have influenced enterprise computing systems
- EC-12-07** Explains the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment
- EC-12-08** Justifies the selection and use of tools and resources to design and develop an enterprise computing system
- EC-12-09** Selects and applies methods to record the management and evaluate the development of an enterprise computing system
- EC-12-10** Evaluates the effectiveness of an enterprise computing system
- EC-12-11** Communicates an enterprise computing solution to a specific audience

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
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COURSE: FOOD TECHNOLOGY (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Week 11	Term 3 Week 1	Term 3 Trial HSC Examination Period
Components	Weighting %	Food Industry Report	Food Manufacture Experiment and Preparation	Food Product Development Report	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 H4.2 H5.1	H1.3 H4.1 H5.1	H1.1 H2.1 H1.2 H3.1 H1.3 H4.2 H1.4

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
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2025 ASSESSMENT SCHEDULE

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

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 10	Term 1 Week 8	Term 2 Week 10	Term 3 Trial HSC Examination Period
Components	Weighting %	Communication of Major Project	Industry Study*	Manufacturing Progress Reflection	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 H6.1 H1.3 H6.2 H4.3 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

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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, H5.2)	
Term 4	Week 5	Design Management & Communication Section	
		<ul style="list-style-type: none"> • Evidence of a range of presentation skills and techniques 	<input type="checkbox"/> Create and actively work on portfolio document
		<ul style="list-style-type: none"> • Statement of Intent 	<input type="checkbox"/> Clarify intent of project and how it will be achieved
		<ul style="list-style-type: none"> • Research, selection and justification of appropriate materials, processes and resources 	<input type="checkbox"/> Research on tools, materials, processes that could be used in the MP <input type="checkbox"/> Degree of difficulty appropriate and documented <input type="checkbox"/> Justification of materials, processes and resources evident.
		<ul style="list-style-type: none"> • Sketching and idea generation and workshop drawings 	<input type="checkbox"/> Pencil sketches of potential and final ideas. Annotated with measurements and key features. <input type="checkbox"/> Digital representation of final idea using OnShape <input type="checkbox"/> Evidence of materials and cutting lists.
		<ul style="list-style-type: none"> • Appropriateness of design and/or design modification 	<input type="checkbox"/> PMI to establish final idea. <input type="checkbox"/> Document practical research into skills required for final idea
		<ul style="list-style-type: none"> • Evaluation 	<input type="checkbox"/> Ongoing Evaluation of progress on MP relating back to statement of intent, planning and research
Term 4	Week 10	Design Management & Communication Section	
		<ul style="list-style-type: none"> • Prototyping, modelling and testing 	<input type="checkbox"/> Document practical research into skills required <input type="checkbox"/> Cardboard model of final idea to scale
		<ul style="list-style-type: none"> • Action, Time plans 	<input type="checkbox"/> Formulate, document and evaluate Action and Time plan for Term 4
		<ul style="list-style-type: none"> • Finance plans 	<input type="checkbox"/> Formulate proposed budget for MP <input type="checkbox"/> Update actual budget for MP for Term4 <input type="checkbox"/> Materials ordered for delivery Term 1 Week 2
Term 1	Week 5	Production Section	
		<ul style="list-style-type: none"> • Evidence of practical skills for MP 	<input type="checkbox"/> Timber purchased and at school <input type="checkbox"/> Production started and relevant to final idea.
		Design Management & Communication Section	
		<ul style="list-style-type: none"> • Evidence of project management 	<input type="checkbox"/> Documented record of the production of the project (images, videos, instruction, workshop drawings)
		<ul style="list-style-type: none"> • Evaluation 	<input type="checkbox"/> Ongoing Evaluation of progress on MP relating back to statement of intent, planning and research
<ul style="list-style-type: none"> • Action, Time & Finance plans 	<input type="checkbox"/> Update for Term 1 Weeks 1-5		
Term 1	Week 10	Production Section	
		<ul style="list-style-type: none"> • Evidence of practical skills for MP 	<input type="checkbox"/> Project under construction and documented, demonstrating a range of skills. <input type="checkbox"/> Appropriate degree of difficulty identified and evident in quality practical work <input type="checkbox"/> Evidence of WH&S and safe work practices.

		Design Management & Communication Section	
		<ul style="list-style-type: none"> Evidence of project management 	<input type="checkbox"/> Documented record of the production of the project (images, videos, instruction, workshop drawings) <input type="checkbox"/> Evidence of WH&S and safe work practices documented in portfolio.
		<ul style="list-style-type: none"> Appropriateness of design and/or design modification 	<input type="checkbox"/> Changes to design documented (if required)
		<ul style="list-style-type: none"> Evaluation 	<input type="checkbox"/> Ongoing Evaluation of progress on MP relating back to statement of intent, planning and research
		<ul style="list-style-type: none"> Action, Time & Finance plans 	<input type="checkbox"/> Update for Term 1 Weeks 6-10/11
Term 2	Week 5	Production Section	
		<ul style="list-style-type: none"> Evidence of practical skills for MP 	<input type="checkbox"/> Project under construction and documented, demonstrating a range of skills. <input type="checkbox"/> Appropriate degree of difficulty identified and evident in quality practical work <input type="checkbox"/> Evidence of WH&S and safe work practices.
		Design Management & Communication Section	
		<ul style="list-style-type: none"> Evidence of project management 	<input type="checkbox"/> Documented record of the production of the project (images, videos, instruction, workshop drawings) <input type="checkbox"/> Evidence of WH&S and safe work practices documented in portfolio.
		<ul style="list-style-type: none"> Appropriateness of design and/or design modification 	<input type="checkbox"/> Changes to design documented (if required)
		<ul style="list-style-type: none"> Evaluation 	<input type="checkbox"/> Ongoing Evaluation of progress on MP relating back to statement of intent, planning and research
		<ul style="list-style-type: none"> Action, time & Finance plans 	<input type="checkbox"/> Update for Term 2 Weeks 1-5
Term 2	Week 10	Production Section	
		<ul style="list-style-type: none"> Evidence of practical skills for MP 	<input type="checkbox"/> Project nearing finish of construction and documented, demonstrating a range of skills. <input type="checkbox"/> Appropriate degree of difficulty identified and evident in quality practical work <input type="checkbox"/> Evidence of WH&S and safe work practices.
		Design Management & Communication Section	
		<ul style="list-style-type: none"> Evidence of project management 	<input type="checkbox"/> Documented record of the production of the project (images, videos, instruction, workshop drawings) <input type="checkbox"/> Evidence of WH&S and safe work practices documented in portfolio.
		<ul style="list-style-type: none"> Appropriateness of design and/or design modification 	<input type="checkbox"/> Changes to design documented (if required)
		<ul style="list-style-type: none"> Evaluation 	<input type="checkbox"/> Ongoing Evaluation of progress on MP relating back to statement of intent, planning and research
		<ul style="list-style-type: none"> Action, time & Finance plans 	<input type="checkbox"/> Update for Term 2 Weeks 6-10/11
Term 3	Week 2	Project Completion:	
		<ul style="list-style-type: none"> Production 	<input type="checkbox"/> Final finishes applied <input type="checkbox"/> Photographs taken for portfolio documentation
		<ul style="list-style-type: none"> Action, time & Finance plans 	<input type="checkbox"/> Update for Term 3 Weeks 1-2 and final version
		<ul style="list-style-type: none"> Final version of portfolio 	<input type="checkbox"/> Final version for proof reading before being printed and bound for marking.
<input type="checkbox"/> Major Project completed and submitted Term 3 Week 4			

- 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”
- Submit progress checks as a digital file to establish a regular back up of students work.
- 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 NESAs 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: Most of the project is to be completed at school under the supervision of the classteacher.

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
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COURSE: SOFTWARE ENGINEERING (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 10	Term 1 Week 10	Term 2 Week 10	Term 3 Trial HSC Examination Period
Components	Weighting %	Secure software architecture	Web Dev Project	Software Engineering Project	Trial HSC Examination
Knowledge and understanding of course content	50	10	10	10	20
Knowledge and skills in the design and development of software solutions	50	10	10	20	10
Total %	100	20	20	30	30
Outcomes assessed		SE-12-03 SE-12-04 SE-12-07	SE-12-02 SE-12-05 SE-12-06	SE-12-01 SE-12-05 SE-12-06 SE-12-09	SE-12-01 SE-12-02 SE-12-05 SE-12-08

Course Outcomes:

- SE-12-01** Justifies methods used to plan, develop and engineer software solutions
- SE-12-02** Applies structural elements to develop programming code
- SE-12-03** Analyses how current hardware, software and emerging technologies influence the development of software engineering solutions
- SE-12-04** Evaluates practices to safely and securely collect, use and store data
- SE-12-05** Explains the social, ethical and legal implications of software engineering on the individual, society and the environment
- SE-12-06** Justifies the selection and use of tools and resources to design, develop, manage and evaluate software
- SE-12-07** Designs, develops and implements safe and secure programming solutions
- SE-12-08** Tests and evaluates language structures to refine code
- SE-12-09** Applies methods to manage and document the development of a software project

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
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COURSE: TEXTILE AND DESIGN (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Week 8	Term 2 Week 9	Term 3 Trial HSC Examination Period
Components	Weighting %	MTP Designing and Planning Written Report	End Use Analysis and Innovation. In class test	Contemporary Designer Case Study	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 H5.1 H3.2 H5.2 H4.1 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

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When		Major Textile Project (Outcomes H1.1, H1.2, H2.1, H2.2, H2.3)	
Term 4	Week 5	Project Proposal: Design Inspiration Section	
		<ul style="list-style-type: none"> • Identification and exploration of the chosen focus area. 	<input type="checkbox"/> Identified focus area <input type="checkbox"/> Researched requirements of focus area
		<ul style="list-style-type: none"> • Historical, Cultural and Contemporary influences 	<input type="checkbox"/> Identified areas of inspiration <input type="checkbox"/> Researched relationship between inspiration and proposed ideas.
		<ul style="list-style-type: none"> • Creative and Innovative Design 	<input type="checkbox"/> Researched innovative ideas or techniques <input type="checkbox"/> Justified innovation in focus area.
		Project Proposal: Design Visual Design Development Section	
		<ul style="list-style-type: none"> • Design Idea generation 	<input type="checkbox"/> Evidence of sketches for initial ideas
Term 4	Week 10	Project Proposal: Manufacturing Specifications Section	
		<ul style="list-style-type: none"> • Manufacturing methods. 	<input type="checkbox"/> Research and investigation of suitable manufacturing methods.
		<ul style="list-style-type: none"> • Materials and equipment. 	<input type="checkbox"/> Research of materials and equipment.
		Project Proposal: Investigation, Experimentation & Evaluation Section	
		<ul style="list-style-type: none"> • Experimentation 	<input type="checkbox"/> Identification of experiments on materials and equipment.
Term 1	Week 5	Project Development Production:	
		<ul style="list-style-type: none"> • Evidence of practical skills for MTP 	<input type="checkbox"/> Fabric and Notions purchased and at school <input type="checkbox"/> Production started and relevant to final idea.
		Design Inspiration Section (4xA4 or 2xA3 Pages)	
		<ul style="list-style-type: none"> • Identification and exploration of the chosen focus area. 	<input type="checkbox"/> Focus area explained and documented
		<ul style="list-style-type: none"> • Creative and Innovative Design 	<input type="checkbox"/> Creative and innovative design justified through written documentation and supporting images
		<ul style="list-style-type: none"> • Historical, Cultural and Contemporary Factors 	<input type="checkbox"/> Factors are addressed through written documentation and supporting images
		Design Visual Design Development Section (6xA4 or 3xA3 Pages)	
		<ul style="list-style-type: none"> • Design Ideas 	<input type="checkbox"/> Completed design Ideas 1, 2 & 3 (front & back views labelling functional & aesthetic features, strengths & weaknesses) <input type="checkbox"/> Connections to the Design Inspiration section for all 4 drawings and drawings are sequential. <input type="checkbox"/> Final Design idea (front & back views labelling functional & aesthetic features, elements & principals of design)
Term 1	Week 10	Project Development Production:	
		<ul style="list-style-type: none"> • Evidence of practical skills for MTP 	<input type="checkbox"/> Production started and relevant to final idea. <input type="checkbox"/> Uses appropriate skills and construction techniques to create a quality project. <input type="checkbox"/> Documented in ongoing order of construction.
		Manufacturing Specifications Section (6xA4 or 3xA3 Pages)	
		<ul style="list-style-type: none"> • Description 	<input type="checkbox"/> Description of item and patterns used

		<ul style="list-style-type: none"> Production Drawings 	<input type="checkbox"/> Production drawings produced (to scale, fully dimensioned, appropriate views, front & back views, pattern markings & modifications)
		<ul style="list-style-type: none"> Technical Production Plans 	<input type="checkbox"/> Fabric swatches and quantities <input type="checkbox"/> Notions <input type="checkbox"/> Cost (total & itemised) <input type="checkbox"/> Order of construction for each component.
		<ul style="list-style-type: none"> Product Label 	<input type="checkbox"/> All relevant information & suitable for theme of project.
Term 2	Weeks	Project Development Production:	
		<ul style="list-style-type: none"> Evidence of practical skills for MTP 	<input type="checkbox"/> Production in progress and relevant to final idea. <input type="checkbox"/> Uses appropriate skills and construction techniques to create a quality project. <input type="checkbox"/> Documented in ongoing order of construction.
		Investigation, Experimentation & Evaluation Section (8xA4 or 4xA3 Pages)	
		<ul style="list-style-type: none"> Experimentation 	<input type="checkbox"/> Conducts and documents relevant experimentation on Equipment (x3), Manufacturing (x3) and Materials (x3) <input type="checkbox"/> Includes test samples.
		<ul style="list-style-type: none"> Justification of Materials, equipment & Manufacturing Processes 	<input type="checkbox"/> Documents the details of materials, equipment & processes used. <input type="checkbox"/> Justifies the use of included materials, equipment & processes used
		<ul style="list-style-type: none"> Properties and Performance 	<input type="checkbox"/> Evaluates properties and performance of fibre, yarn, fabric in relationship to the projects end use.
Term 2	Week 10	Project Development Production:	
		<ul style="list-style-type: none"> Evidence of practical skills for MTP 	<input type="checkbox"/> Production in progress and relevant to final idea. <input type="checkbox"/> Uses appropriate skills and construction techniques to create a quality project. <input type="checkbox"/> Documented in ongoing order of construction.
Term 3	Week 2	Project Completion:	
		<ul style="list-style-type: none"> Production 	<input type="checkbox"/> Final construction completed <input type="checkbox"/> Photographs taken for portfolio documentation
		<ul style="list-style-type: none"> Final version of portfolio 	<input type="checkbox"/> Final version for proof reading before being printed and bound for marking.
<input type="checkbox"/> Major Project completed and submitted Term 3 Week 5			

- 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”
- Submit progress checks as a digital file to establish a regular back up of students work.
- 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: Most of the project is to be completed at school under the supervision of the classteacher



2025

**CAPA
HSC
Assessment
Schedules**

Revised and updated 15th September 2024

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
2025 ASSESSMENT SCHEDULE

COURSE: CERAMICS (2 UNIT- BOARD ENDORSED)

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 2 Week 7	Term 3 Week 3	Term 3 Trial HSC Examination
Components	Weighting %	Proposal and prototype	Critical study	Major Project	
Making	70	30		40	
Critical / Historical Study	30		15		15
Total %	100	30	15	40	15
Outcomes assessed		M4 M5 CH4	CH1 CH2 CH3 CH4 CH5	M1 M3 M4 M6	CH1 CH2 CH3 CH4 CH5

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
2025 ASSESSMENT SCHEDULE

COURSE: DANCE (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 7	Term 1 Week 4	Term 2 Week 6	Term 3 Week 1 Trial HSC Examination
Components	Weighting %	Written core appreciation	Presentation of draft core composition	Submission / performance of major study	Submission/ performance of major study, core performance, core composition
Performance	20				20
Composition	20		15		5
Appreciation	20	20			
Major study	40			25	15
Total %	100	20	15	25	40
Outcomes assessed		H1.1 H3.3 H4.1 H4.4	H1.2 H3.1 H3.2 H3.4	*	H2.1 H2.2* H3.1 H3.2 H3.4

*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
2025 ASSESSMENT SCHEDULE

COURSE: DRAMA (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9	Term 1 Week 11	Term 2 Week 8	Term 3 Week 3
Components	Weighting %	Core topic performance essay	Written Examination on Core and Additional Topic	Development of the individual project and group performance	Individual project submission Group performance
Making	40			20	20
Performing	30			10	20
Critically Studying	30	10	20		
Total %	100	10	20	30	40
Outcomes assessed		H3.1 H3.2 H3.4	H3.1 H3.2 H3.3 H3.4 H3.5	*	H1.2 H2.2 H1.3 H2.3 H1.5 H3.5 H1.7 H2.1

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
2025 ASSESSMENT SCHEDULE

COURSE: MUSIC COURSE 1 (2 UNIT) Table and Outcomes

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 8	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 3-4
Components	Weighting %	Musicology/Aural	Core and Elective 1 in progress	Submission of Composition & Aural exam	Trial HSC Practical submission
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	20	25	25	30
Outcomes assessed		H2 H4 H6	H1 H7 H9	H3 H4 H5 H6 H7 H8	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
2025 ASSESSMENT SCHEDULE

COURSE: MUSIC COURSE 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 Week 3-4
Components	Weighting %	Elective 1 and Core Composition in progress	Core Topic: and easy	Aural / Musicology exam	Trial HSC Practical submission
Performance	20		10		10
Composition	20	10			10
Musicology	20		10	10	
Aural	20			20	
Elective	20	10			10
Total %	100	20	20	30	30
Outcomes assessed		Composition H3 H5 Elective H1 or H3 or H6	H1 H4 H6 H9	H2 H5 H6	H1 H3 H7 Elective H1 or H3 or H5

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
2025 ASSESSMENT SCHEDULE

COURSE: MUSIC EXTENSION (1 UNIT)

		TASK 1	TASK 9	TASK 2
		Term 1 Week 9	Term 2 Week 9	Term 2 Trial HSC Examination period
Components	Weighting %	Project in Progress and planning	Development of project	Submission of project
Performance OR Composition OR Musicology	100	25	25	50
Total %	100	25	25	50
Outcomes assessed		Dependent on project choice	Dependent on project choice	Dependent on project choice

Course Outcomes

Performance Outcomes	Composition Outcomes	Musicology Outcomes
1. Performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member	1. Composes with highly developed technical skill and stylistic refinement demonstrating the emergence of a personal style	1. Present an extended essay demonstrating mastery of research, argument and data from primary and secondary sources
2. Leads critical evaluation and discussion sessions on all aspects of his/her own performances and the performances of others	2. Leads critical evaluation and discussion sessions on all aspects of his/her own compositions and the compositions of others	2. Leads critical evaluates and discussion sessions on all aspects of his / her own research and essay work and on the research and essay of others
3. Articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed	3. Articulates sophisticated arguments supported by musical evidence and demonstration independence of thought with regard to compositional process, techniques and devices used, showing the emergence of a personal style	3. Articulates sophisticated arguments and demonstrates independence of though in the development of a hypothesis and argument in the chosen area of research
4. Demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed	4. Demonstrate a sophisticated understanding of the concepts of music and their relationship to each other with reference to works composed	4. Demonstrates a sophisticated understanding of the concepts of music and their relationships to each other with reference to research undertaken and essay writing
5. Presents concert and recital programs, which includes solving problems concerning programming, organisation and management of concert practice and program direction	5. Presents, discussed and evaluates the problem-solving process with regard to composition and realisation of the composition	5. Present, discusses and evaluates the problem-solving process and the development and realisation of a research project

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 12 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING (Content Endorsed Course)

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 8	Term 2 Week 1	Term 3 Week 4	Term 3 Trial HSC
Components	Weighting %	Mini Portfolio	Part A: Critical Study Part B: Major project in Progress	Major Project Submission	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 M4 CH1	M5 CH2 CH3	M2 M3 M4 M6	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
2025 ASSESSMENT SCHEDULE

COURSE: VISUAL ARTS (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 8	Term 2 Week 9	Term 3 Week 3	Term 3 Trial HSC Examination Period
Components	Weighting %	Development of the Body of Work Submission of works in progress, VAPD	Extended written research response Extended written research response	Submission of the Body of Work Submission of artworks and artist statement	Art Criticism and Art History Written Examination
Artmaking	50	15		35	
Art criticism and art history	50	10	15	5	20
Total %	100	25	15	40	20
Outcomes assessed		H1 H2 H3 H4 H7	H8 H9 H10	H5 H6	H7 H8 H9 H10

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 artmaking
- 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



2025

**LOTE
HSC
Assessment
Schedules**

Revised and updated 15th September 2024

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GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 12 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: CHINESE IN CONTEXT (2 UNIT)

		TASK 1	TASK 2	TASK 3 and 4 Trial
		Term 4 Week 9	Term 1 Week 7	Term 3 Trial HSC period
Components	Weighting %	Oral Interacting - 10% + Responding to Texts - 15%	Creating Text 15% + Responding to Texts - 10% Oral interacting 10%	Assessment 3: (Oral Interacting + P1 25%) Assessment 4: (Written Exam Responding to Texts 10% + Creating Texts 10%)
Speaking	25	10	10	5
Personal Investigation	20			20
Reading & Listening	30	10	10	10
Writing	25		15	10
Total %	100	20	35	45
Outcomes Assessed		LCHC6-1 LCHC6-2 LCHC6-3 LCHC6-4	LCHC6-2 LCHC6-5 LCHC6-6 LCHC6-7	LCHC6-9 LCHC6-1 LCHC6-2 LCHC6-3 LCHC6-4 LCHC6-5

Course Outcomes:

- LCHC6-1 Exchanges information, justifies and reflects on ideas and opinions in Chinese
LCHC6-2 Uses features of spoken Chinese for a variety of purpose appropriate to different audiences and cultural context

Process and responding

- LCHC6-3 Identifies gist, main points and specific information in text
LCHC6-4 Synthesises information and ideas from texts
LCHC6-5 Analyses features of languages in text
LCHC6-6 Responds to text personally in text
LCHC6-7 Analyses the way in which values, beliefs, culture and identity are expressed in texts

Composing

- LCHC6-8 Uses knowledge and skills to compose a variety of text in Chinese for a range of context, purpose and audiences
LCHC6-9 Applies knowledge and understanding of literary devices, and language and cultural concepts to express meaning in texts in Chinese

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 12 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: CHINESE AND LITERATURE (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9 (Writing) Week 10 (Speaking)	Term 1 Week 7	Term 2 Week 7 (Writing)	Term 3 Trial HSC Examination Period
Components	Weighting %	Speech, Listening and responding to a text, Composing a designated critical thinking text	Response to questions after reading prescribed and suggested texts, Composing a designated critical thinking text	Listening and response to texts, Response to questions after reading prescribed and suggested texts	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		1.3	2.3	2.4	2.1 3.3 4.1
		2.1	3.4	3.3	2.2 3.4 4.2
		3.1	3.7	3.5	2.3 3.5 4.3
		4.1	4.2	3.6	2.4 3.6
					3.1 3.7 3.2 3.8

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
2025 ASSESSMENT SCHEDULE

COURSE: FRENCH (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 7	Term 1 Week 7	Term 2 Week 7	Term 3 Trial HSC Examination Period
Components	Weighting %	Response in English to written texts	Speaking and writing in French	Response in English to spoken texts	Trial HSC Exam
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	2.1 2.2 2.3 2.4 2.5	1.1 2.2 3.1 1.2 2.3 3.2 1.3 2.4 3.3 1.4 2.5 3.4 2.1 2.6

Course Outcomes:

- 1.1 Establishes and maintains communication in French
- 1.2 Manipulates linguistic structures to express ideas effectively in French
- 1.3 Sequences ideas and information
- 1.4 Applies knowledge of the culture of French-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 French-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 French
- 3.4 Applies knowledge of the culture of French speaking communities to the production of texts

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 12 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: ITALIAN BEGINNERS (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 7	Term 1 Week 7	Term 2 Week 7	Term 3 Trial HSC Examination Period
Components	Weighting %	Response in English to written texts	Speaking and writing in Italian	Response in English to spoken texts	Trial HSC Exam
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	2.1 2.2 2.3 2.4 2.5	1.1 2.2 3.1 1.2 2.3 3.2 1.3 2.4 3.3 1.4 2.5 3.4 2.1 2.6

Course Outcomes:

- 1.1 Establishes and maintains communication in Italian
- 1.2 Manipulates linguistic structures to express ideas effectively in Italian
- 1.3 Sequences ideas and information
- 1.4 Applies knowledge of the culture of Italian-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 Italian-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 Italian
- 3.4 Applies knowledge of the culture of Italian-speaking communities to the production of texts

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 12 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: JAPANESE BEGINNERS (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 7	Term 1 Week 7	Term 2 Week 7	Term 3 Trial HSC Examination Period
Components	Weighting %	Reading	Listening and Writing	Speaking	Trial HSC Exam
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	1.1 1.2 1.3 3.1 3.2	2.1 2.2 2.3 2.4 2.5	1.1 2.2 3.1 1.2 2.3 3.2 1.3 2.4 3.3 1.4 2.5 3.4 2.1 2.6

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
2025 ASSESSMENT SCHEDULE

COURSE: JAPANESE CONTINUERS (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 7	Term 1 Week 7 (Writing) Week 7 (Speaking)	Term 2 Week 7	Term 3 Trial HSC Examination Period
Components	Weighting %	Listening Reading & Responding	Speaking Writing	Listening Reading & Responding	Trial HSC Exam
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 2.3 3.1 3.2 3.4	1.1 1.2 1.3 2.2 2.3	3.1 3.2 3.3 3.4 3.6	1.1 2.2 3.4 1.2 2.3 3.5 1.3 3.1 3.6 1.4 3.2 4.1 2.1 3.3

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
2025 ASSESSMENT SCHEDULE

COURSE: MODERN GREEK BEGINNERS (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 7	Term 1 Week 7)	Term 2 Week 7	Term 3 Trial HSC Examination Period
Components	Weighting %	Response in English to written texts	Speaking Writing in Greek	Response in English to spoken texts	Trial HSC Exam
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 3.1 1.2 3.2 1.3	2.1 2.2 2.3 2.4 2.5	1.1 2.2 3.1 1.2 2.3 3.2 1.3 2.4 3.3 1.4 2.5 3.4 2.1 2.6

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



2025

**VET
FRAMEWORK
HSC
Assessment
Schedules**

Revised and updated 15th September 2024

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 2024 – HSC 2025

The following assessment schedules are to be used in assessment booklets for all VET courses delivered by Ultimo RTO 90072:

Business Services
Construction
Entertainment Industry
Entertainment Industry- Specialisation Study
Hospitality (Food and Beverage)
Cookery

Information & Digital Technology
Retail Services
Sport Coaching - Certificate III

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

NESA Outcome	NCVER Outcome	Explanation <i>(source: AVETMISS Data Elements definitions, Edition 2.2 April 2013)</i>
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



School Name: Georges River College Oatley Senior Campus

Assessment Schedule Year 11 - 2024

Assessment Tasks for BSB30120 Certificate III in Business		Task 1 Let's get tech savvy	Task 2 Organising business safety	Task 3 Working in industry	EXAM
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week	Week	Week	Week 9-10
		Term	Term	Term	Term 3
		Date	Date	Date	Date 2024
Code	Unit of Competency				
BSBTEC201	Use business software applications	x			
BSBTEC202	Use digital technologies to communicate in the work environment	x			
BSBWHS311	Assist with maintaining workplace safety		x		
BSBINS302	Organise workplace information		x		
BSBXCM301	Engage in workplace communication			x	
BSBOPS201	Work effectively in business environments			x	

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward BSB30120 Certificate III in Business.

*** Examinable units to be confirmed by teacher.**

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



School Name: Georges River College Oatley Senior Campus

Assessment Schedule Year 12 – 2025

Assessment Tasks for BSB30120 Certificate III in Business		Task 4 Wellbeing	Task 5 Mastering document design	Task 6 Sharing is caring	Task 7 Thinking critically	HSC TRIAL EXAM
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week	Week	Week	Week	Week 4-6
		Term	Term	Term	Term	Term 3
		Date	Date	Date	Date	Date 2025
BSBPEF201	Support personal wellbeing in the workplace	x				
BSBPEF301	Organise personal work priorities		x			
BSBTEC301	Design and produce business documents		x			
BSBSUS211	Participate in sustainable work practices			x		
BSBTWK301	Use inclusive work practices			x		
BSBTEC303	Create electronic presentations			x		
BSBCRT311	Apply critical thinking skills in a team environment				x	
BSBOPS301	Maintain business resources				x	

Depending on the achievement of units of competency, the possible qualification outcome is a BSB30120 Certificate III in Business.

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using **50% Preliminary 50% HSC Trial**.

* **Examinable units to be confirmed by teacher.**

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



School Name: Georges River College Oatley Senior Campus

Assessment Schedule Year 11 - 2024

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)		Task 1 White Card	Task 2 Work safe, stay safe	Task 3 Working it out	Task 4 Project planning	EXAM (Optional)
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week	Week	Week	Week	Week 9-10
		Term	Term	Term	Term	Term 3
Code	Unit of Competency	Date	Date	Date	Date	Date 2024
CPCWHS1001	Prepare to work safely in the construction industry	X				
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry		X			
CPCCCM1011	Undertake basic estimation and costing			X		
CPCCOM1015	Carry out measurements and calculations			X		
CPCCOM2001	Read and interpret plans and specifications				X	
CPCCOM1013	Plan and organise work				X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

*** Examinable units to be confirmed by teacher.**

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



School Name: Georges River College Oatley Senior Campus

Assessment Schedule Year 12 - 2025

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)		Task 5 Option 5.1, 5.2 or 5.3	Task 6 Tools and equipment	Task 7 Group project	HSC TRIAL EXAM
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week	Week	Week	Week 4-6
		Term	Term	Term	Term 3
Code	Unit of Competency	Date	Date	Date	Date 2025
CPCCB2001	Handle and prepare bricklaying and blocklaying materials	X			
CPCCB2002	Use bricklaying and blocklaying tools and equipment				
CPCCCWF2002	Use wall and floor tiling tools and equipment	X			
CPCCCM2013	Undertake basic installation of wall tiles				
CPCCCJN2001	Assemble components	X			
CPCCCJN3004	Manufacture and assemble joinery components				
CPCCCA2002	Use carpentry tools and equipment		X		
CPCCCM2005	Use construction tools and equipment		X		
CPCCCA2011	Handle carpentry materials		X		
CPCCCVE1011	Undertake a basic construction project			X	
CPCCOM1012	Work effectively and sustainability in the construction industry			X	

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using **50% Preliminary 50% HSC Trial**.

* **Examinable units to be confirmed by teacher.**

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



School Name: Georges River College Oatley Senior Campus

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20421 Certificate II in Cookery		Task 1 Safety in the kitchen	Task 2 Service please	EXAM (Optional)
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week	Week	Week 9-10
		Term	Term	Term 3
Code	Unit of Competency	Date	Date	Date 2025
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCOM007	Show social and cultural sensitivity		X	
SITXCCS011	Interact with customers		X	

Depending on the achievement of the units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward SIT20421 Certificate II in Cookery.

*** Examinable units to be confirmed by teacher.**

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



School Name: Georges River College Oatley Senior Campus

Assessment Schedule Year 12 - 2025

Assessment Tasks for SIT20421 Certificate II in Cookery <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3 Let's start cooking and cleaning	Task 4 Pack it up	Task 5 Plate it up	Task 6 There's no I in team	HSC TRIAL EXAM
Code	Unit of Competency	Week Term Date	Week Term Date	Week Term Date	Week Term Date	Week 4-6 Term3 Date 2025
SITHKOP009	Clean kitchen premises and equipment	X				
SITXINV006	Receive, store and maintain stock	X				
SITHCCC026	Package prepared foodstuffs		X			
SITHCCC023	Use food preparation equipment			X		
SITHCCC024	Prepare and present simple dishes			X		
SITHCCC027	Prepare dishes using basic method of cookery				X	
SITHCCC034	Work effectively in a commercial kitchen				X	

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

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using **50% Preliminary 50% HSC Trial**.

* **Examinable units to be confirmed by teacher.**

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



School Name: Georges River College Oatley Senior Campus

Assessment Schedule Year 11 - 2024

Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services		Task 1 White card	Task 2 Plan a career *	Task 3 Safe and sound	Task 4 Bump in the light	EXAM (Optional)
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week	Week	Week	Week	Week 9-10
		Term	Term	Term	Term	Term 3
Code	Unit of Competency	Date	Date	Date	Date	Date 2024
CPCCWHS1001	Prepare to work safely in the construction industry	Prior to WPL				HSC Examinable units of competency
CUAIND314	Plan a career in the creative arts industry		Post WPL			
CUAWHS312	Apply work health and safety practice			X		
CUASOU331	Undertake live audio operations			X		
CUALGT311	Operate basic lighting				X	
CUASTA212	Assist with bump in and bump out of shows				X	

* Task 2 - Plan a career is not to assessed prior to students having the opportunity to engage with industry and develop their knowledge of and pathways available post work placement.

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services.

*** Examinable units to be confirmed by teacher.**

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



School Name: Georges River College Oatley Senior Campus

Assessment Schedule Year 12 - 2025

Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services		Task 2 Plan a career	Task 5 Work in the industry	Task 6 To project and serve	Task 7 Showtime	HSC Trial Exam
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week	Week	Week	Week	Week 4-6
		Term	Term	Term	Term	Term 3
		Date	Date	Date	Date	Date 2025
Code	Unit of Competency					HSC Examinable units of competency
CUAIND311	Work effectively in the creative arts industry		X			
SITXCCS006	Provide service to customers			X		
CUASOU306	Operate sound reinforcement systems			X		
CUAVSS312	Operate vision systems			X		
CUASTA311	Assist with production operations for live performances				X	
CUASMT311	Work effectively backstage during performances				X	
CUAIND314	Plan a career in the creative arts industry	Post WPL				

* Task 2 - Plan a career is not to assessed prior to students having the opportunity to engage with industry and develop their knowledge of and pathways available post work placement.

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services.

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using 50% Preliminary 50% HSC Trial.

* **Examinable units to be confirmed by teacher.**

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



School Name: Georges River College Oatley Senior Campus

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 1 Safety in the kitchen	Task 2 Service please	EXAM
Code	Unit of Competency	Week Term Date	Week Term Date	Week 9-10 Term 3 Date 2024
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		
SITXCCS011	Interact with customers		X	
SITXCOM007	Show social and cultural sensitivity		X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward a SIT20322 Certificate II in Hospitality.

* **Examinable units to be confirmed by teacher.**

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



School Name: Georges River College Oatley Senior Campus

Assessment Schedule Year 12 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3 The hospitality industry	Task 4 Beverage making 101	Task 5 Working 9 to 5	HSC TRIAL EXAM
Code	Unit of Competency	Week Term Date	Week Term Date	Week Term Date	Week 4-6 Term 3 Date 2025
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 a SIT20322 Certificate II in Hospitality.

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using **50% Preliminary 50% HSC Trial**.

* **Examinable units to be confirmed by teacher.**

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



School Name: Georges River College Oatley Senior Campus

Assessment Schedule Year 11 - 2024

Assessment Tasks for ICT30120 Certificate III in Information Technology <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 1 Safe Digital Work	Task 2 Team Web	EXAM
		Week	Week	Week 9-10
		Term	Term	Term 3
Code	Unit of Competency	Date	Date	Date 2024
BSBWHS311	Assist with maintaining workplace safety	X		
ICTWEB305	Produce digital images for the web	X		
BSBXTW301	Work in a team		X	
ICTWEB304	Build simple web pages		X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward ICT30120 Certificate III in Information Technology.

*** Examinable units to be confirmed by teacher.**

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



School Name: Georges River College Oatley Senior Campus

Assessment Schedule Year 12 - 2025

Assessment Tasks for ICT30120 Certificate III in Information Technology		Task 3 Security	Task 4 ICT Advice	Task 5 Programming	Task 6 Social ##	EXAM (Optional)
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week	Week	Week	Week	Week 4-6
		Term	Term	Term	Term	Term 3
		Date	Date	Date	Date	Date 2025
Code	Unit of Competency					
BSBXCS303	Securely manage personally identifiable information and workplace information	X				
ICTICT313	Identify IP, ethics and privacy policies in ICT environments	X				
ICTSAS305	Provide ICT advice to clients		X			
ICTSAS308	Run standard diagnostic tests		X			
ICTPRG302	Apply introductory programming techniques		X			
BSBCRT301	Develop and extend critical and creative thinking skills			X		
ICTICT214	Operate application software packages			X		
ICTWEB306	Develop web presence using social media ## This is an optional unit that MUST be undertaken to attain the full Certificate III qualification				X	

Depending on the achievement of units of competency, the possible qualification outcome is a ICT30120 Certificate III in Information Technology.

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using **50% Preliminary 50% HSC Trial**.

* **Examinable units to be confirmed by teacher**

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



School Name: Georges River College Oatley Senior Campus

Assessment Schedule Year 11 2024

Assessment Tasks for SIR30216 Certificate III in Retail		Task 1	Task 2	Task 3	EXAM
		Safety and Spotless	Working in the Industry	Customer Service	
		Week	Week	Week	Week 9-10
Code	Unit of Competency	Term 1	Term 1-2	Term 2-3	Term 3
		Date	Date	Date	Date 2024
SIRWHS002	Contribute to workplace health and safety	X			
SIRXIND002	Organise and maintain a store environment	X			
SIRXIND001	Work effectively in a service environment		X		
SIRXCOM002	Work effectively in a team		X		
SIRXCEG001	Engage the customer			X	
SIRXCEG002	Assist with customer difficulties			X	
SIRXCEG003	Build customer relationships and loyalty			X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIR30216 Certificate III in Retail.

The exam will be confirmed by your teacher. This exam may be used for NESA reporting requirements.

* Examinable units to be confirmed by teacher.

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

School Name: Georges River College Oatley Senior Campus

Assessment Schedule Year 12 2025

Assessment Tasks for SIR30216 Certificate III in Retail		Task 4 Sales and Security	Task 5 Retail General Selling	Task 6 Stock Control	EXAM
		Week	Week	Week	Week 4-6
		Term 4-5	Term 5-6	Term 7	Term 3
Code	Unit of Competency	Date	Date	Date	Date 2025
SIRXSL001	Sell to the retail customer	X			
SIRXSL002	Follow point of sale procedures	X			
SIRXRSK001	Identify and respond to security risks	X			
SIRRMER001	Produce visual merchandise displays		X		
SIRXPDK001	Advise on products and services		X		
SIRRINV002	Control stock			X	
SIRRINV001	Receive and handle retail stock			X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIR30216 Certificate III in Retail.

The exam will be confirmed by your teacher. This exam may be used for NESA reporting requirements.

* Examinable units to be confirmed by teacher.

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

School Name: Georges River College Oatley Senior Campus

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIS30521 Certificate III in Sport Coaching <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 1 Tournament Time	Task 2 The Community Coach	Task 3 Inclusive Coaching
Code	Unit of Competency	Week Term Date	Week Term Date	Week Term Date
HLTWHS001	Participate in workplace health and safety	X		
SISXIND006	Conduct sport, fitness and recreation events	X		
SISSCO002	Work in a community coaching role		X	
SISSCO005	Continuously improve coaching skills and knowledge		X	
SISXDIS001	Facilitate inclusion for people with a disability			X

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment towards the SIS30521 Certificate III in Sport Coaching.

*** This course is not HSC examinable**

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

School Name: Georges River College Oatley Senior Campus

Assessment Schedule Year 12 - 2025

Assessment Tasks for SIS30521 Certificate III in Sport Coaching <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3 Inclusive Coaching	Task 4 Coaching the Individual	Task 5 Next Level Coaching	Task 6 First Aid
Code	Unit of Competency	Week	Week	Week	Week
		Term	Term	Term	Term
		Date	Date	Date	Date
SISSSO002	Continuously improve officiating skills and	X			
SISSCO003	Meet participant coaching needs		X		
BSBOPS403	Apply business risk management processes		X		
SISSCO012	Coach sports participants up to an intermediate level			X	
HLTAID011	Provide first aid				X

Depending on the achievement of units of competency, the possible qualification outcome is a SIS30521 Certificate III in Sport Coaching.

*** This course is not HSC examinable**

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