



GRC

OATLEY SENIOR CAMPUS

2025

Year 11 Assessment Policy & Calendar

Revised and updated 1st December 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.

NSW Department of Education, CRISCO Provider Code: 00588M

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Dates to Remember

Important Dates

Semester 2 (end of year) Examinations

Term 3 – Weeks 9 to 10

Monday 15th September – Friday 26th September 2025

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.

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 YEAR 11 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 Year 11 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.

Year 11 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.

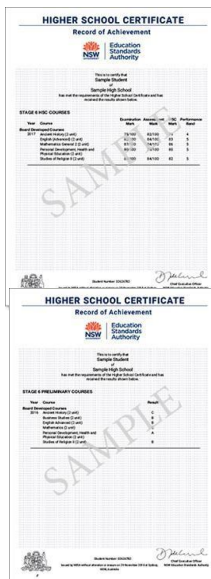
On successful completion of the HSC, you will receive the Higher School Certificate Testamur and a Record of Achievement for all courses in which a student sat an examination.



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 Education 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 Year 11 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 or as directed. Under normal circumstances the school will not accept tasks delivered via email.
- If a task is to be submitted via an online platform (e.g. Google classroom or TEAMS), it is the student's responsibility to make sure it has uploaded properly.

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. Examinations

End of year examinations are part of the Year 11 assessment task program and exactly the same rules and regulations apply as for the other Year 11 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.

YEAR 11 COURSE 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 Year 11 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 Year 11 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 10 -12 of this booklet.

All estimates for Year 11 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.

YEAR 11 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 11?

For a student who repeats Year 11, 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.

YEAR 11 COURSE ASSESSMENT PROGRAM MALPRACTICE POLICY

What is malpractice?

Malpractice in the Year 11 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 Year 11 assessment tasks and exams is a breach of academic integrity. Year 11 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.

YEAR 11 ASSESSMENT PROGRAM NON-SERIOUS ATTEMPT POLICY

Completion of 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".

YEAR 11 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

Please grant an extension until _____

Please estimate and adjust if appropriate.

Not approved because _____

DP signature: _____

Date: / /

Exam rescheduled for _____

Disability Provisions

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 11 Assessment Calendar

Term 1, 2025

Friday 31st January 2025 – Friday 11th April 2025

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

WEEK beginning	SUBJECTS ASSESSED	Wednesday Session 6
WK 1 31/1 SDD		B
WK 2 3/2 3 rd SDD		A
WK 3 10/2		B
WK 4 17/2		A
WK 5 24/2		B
WK 6 3/3	Sport, Lifestyle and Recreation. VET: Construction.*	A
WK 7 10/3	Community and Family Studies, Exploring Early Childhood, Mathematics Advanced, Mathematics Standard.	B
WK 8 17/3	Biology, Business Studies, English Studies (Hand in), Economics, Food Technology (Practical), Mathematics Extension 1.	A Business Studies
WK 9 24/3	Ceramics, Chemistry, Engineering Studies, English Advanced, English Standard, French Beginners, Geography, Italian Beginners, Japanese Beginners, Japanese Continuers, Modern Greek Beginners, Visual Arts.	B
WK 10 31/3	Ancient History, Chinese & Literature, Earth and Environmental Science, English EAL/D, Enterprise Computing (Hand in), Food Technology (Hand in), Health and Movement Science, Legal Studies, Modern History, Music 1. VET: Entertainment Industry.*	A
WK 11 7/4	Dance, English Extension 1, Society and Culture (Hand in)	B

*Cluster tasks completed in class. Due date on the schedule

Year 11 Assessment Calendar
Term 2, 2025
Monday 28th April 2025 – Friday 4th July 2025

WEEK beginning	SUBJECTS ASSESSED	Wednesday Session 6
WK 1 28/4 (28th SDD)	Design and Technology (Hand in), Industrial Technology (Timber) (Hand in), Investigating Science, Photography, Video and Digital Imaging, Software Engineering. VET: Business Services*, Construction*, Entertainment Industry*.	A
WK 2 5/5	Drama, Music 2, Physics.	B
WK 3 12/5	Chinese in Context (Oral), Mathematics Standard.	A
WK 4 29/5	Mathematic Advanced, Textile and Design.	B
WK 5 26/5	Earth and Environmental Science, Exploring Early Childhood, Mathematics Extension 1. VET: Cookery*, Fitness*, Hospitality (Food & Beverage)*, Information and Digital Technology*, Retails Services*.	A
WK 6 2/6	Ancient History.	B
WK 7 9/6	Community and Family Studies, French Beginners, Italian Beginners, Modern Greek Beginners, Modern History, Society and Culture.	A
WK 8 16/6	Business Studies, Chinese in Context, Chinese and Literature, English Advanced, English Standard, English Studies (Hand in), Food Technology (Practical), Japanese Beginners, Japanese Continuers.	B Business Studies
WK 9 23/6	Biology, Economics, Engineering Studies, English EAL/D, Geography (Hand in), Investigating Science, Legal Studies, Music 1, Music 2.	A
WK 10 30/6	Chemistry, Dance, Enterprise Computing, Food Technology (Hand in), Visual Arts. VET: Business Services*, Construction*, Entertainment Industry*.	B

*Cluster tasks completed in class. Due date on the schedule

Year 11 Assessment Calendar
Term 3, 2025
Monday 21st July 2025 – Friday 26th September 2025

WEEK beginning	SUBJECTS ASSESSED	Wednesday Session 6
WK 1 21/7 <small>21st SDD</small>	Design and Technology (Hand in), Drama (Hand in), English Extension 1, Software Engineering.	A
WK 2 28/7	Physics.	B
WK 3 4/8	Sport, Lifestyle and Recreation (Hand in).	A
WK 4 11/8	Health and Movement Science.	B
WK 5 18/8	Ceramics (Hand in), Photography, Video and Digital Imaging (Hand in).	A
WK 6 25/8	Industrial Technology (Timber) (Hand in), Textiles and Design (Hand in).	B
WK 7 1/9	VET: Business Services*, Cookery*, Construction*, Entertainment Industry*, Fitness*, Hospitality (Food & Beverage)*, Information and Digital Technology*, Retail Services.*	A
WK 8 8/9	English Studies. YEARLY EXAMINATION COMMENCE - FRIDAY 12TH SEPTEMBER	B
WK 9 15/9	YEARLY EXAMINATIONS	A
WK 10 22/9	YEARLY EXAMINATIONS	B

*Cluster tasks completed in class. Due date on the schedule



2025

**ENGLISH
Year 11
Assessment
Schedules**

Revised and updated 1st December 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 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: ENGLISH – STANDARD (2 UNIT)

		TASK 1	TASK 2	TASK 3
		Term 1 Week 9	Term 2 Week 8	Term 3 Examination Period
Components	Weighting %	Extended Response	Hand In Multimodal	Yearly Examination
Knowledge and understanding of course content	50	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20
Total %	100	30	30	40
Outcomes Assessed		EN 11-1 EN 11-4 EN 11-7 EN 11-9	EN 11-2 EN 11-4 EN 11-6 EN 11-8	EN 11-1 EN 11-3 EN 11-5 EN 11-8

Course Outcomes:

- EN11-1** Responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
- EN11-2** Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EN11-3** Analyses and uses language forms, features and structures of texts and considers their appropriateness for purpose, audience and context and explains effects on meaning
- EN11-4** Applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
- EN11-5** Thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
- EN11-6** Investigates and explains the relationships between texts
- EN11-7** Understands and explains the diverse ways texts can represent personal and public worlds
- EN11-8** Identifies and explains cultural assumptions in texts and their effects on meaning
- EN11-9** Reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: ENGLISH STUDIES (2 UNIT)

		TASK 1	TASK 2	TASK 3
		Term 1 Week 8	Term 2 Week 8	Term 3 Week 8
Components	Weighting %	Hand in Portfolio	Hand in Podcast	Class Test
Knowledge and understanding of course content	50	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20
Total %	100	30	30	40
Outcomes Assessed		ES11-1 ES 11-3 ES11-6 ES11-10	ES11-4 ES11-5 ES11-8 ES11-9	ES11-2 ES11-3 ES11-4 ES11-7 ES11-10

Course Outcomes:

- ES11-1** Comprehends and responds 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
- ES11-2** Identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES11-3** Gains skills in accessing, comprehending and using information to communicate in a variety of ways
- ES11-4** Composes a range of texts with increasing accuracy and clarity in different forms
- ES11-5** Develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
- ES11-6** Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES11-7** Represents own ideas in critical, interpretive and imaginative texts
- ES11-8** Identifies and describes relationships between texts
- ES11-9** Identifies and explores ideas, values, points of view and attitudes expressed in texts, and consider ways in which texts may influence, engage and persuade
- ES11-10** Monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: ENGLISH – EAL/D (2 UNIT)

		TASK 1	TASK 2	TASK 3
		Term 1 Week 10	Term 2 Week 9	Term 3 Examination Period
Components	Weighting %	Text Analysis and Writing	Multimodal presentation	Yearly Examination
Knowledge and understanding of course content	50	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20
Total %	100	30	30	40
Outcomes Assessed		EAL11-1A EAL11-2 EAL11-3 EAL11-4 EAL11-5	EAL11-1A EAL11-1B EAL11-4 EAL11-8 EAL11-9	EAL11-1B EAL11-2 EAL11-3 EAL11-4 EAL11-7 EAL11-9

Course Outcomes:

- EAL11 – 1A** Responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EAL11 - 1B** Communicates information, ideas and opinions in familiar personal, social and academic contexts
- EAL11 – 2** Uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
- EAL11 – 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 their effects on meaning
- EAL11 – 4** Applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
- EAL11 – 5** Thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts
- EAL11 – 6** Investigates and explains the relationship between texts
- EAL11 – 7** Understands and assesses the diverse ways texts can represent personal and public worlds
- EAL11 – 8** Identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning
- EAL11 – 9** Reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: ENGLISH – ADVANCED (2 UNIT)

		TASK 1	TASK 2	TASK 3
		Term 1 Week 9	Term 2 Week 8	Term 3 Examination Period
Components	Weighting %	Extended Response	Hand In Multimodal	Yearly Examination
Knowledge and understanding of course content	50	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20
Total %	100	30	30	40
Outcomes Assessed		EA 11-3 EA 11-4 EA 11-5 EA 11-9	EA 11-2 EA 11-6 EA 11-7 EA 11-8	EA 11-1 EA 11-5 EA 11-7 EA 11-9

Course Outcomes:

- EA11-1** Responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA11-2** Uses, evaluates and processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA 11-3** Analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
- EA 11-4** Strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA 11-5** Thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA 11-6** Investigates and evaluates the relationships between texts
- EA 11-7** Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA 11-8** Explains and evaluates cultural assumptions and values in texts and their effects on meaning
- EA 11-9** Reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: ENGLISH EXTENSION 1 (1 UNIT)

		TASK 1	TASK 2	TASK 3
		Term 1 Week 11	Term 3 Week 1	Term 3 Examination Period
Components	Weighting %	Written response	Hand in Multimodal Independent Research Task	Yearly Examination
<ul style="list-style-type: none"> • Knowledge and understanding of texts and of how and why they are valued • Skills in complex analysis, composition and investigation 	50 (100%)	15 (30%)	20 (40%)	15 (30%)
Total %	50 (100%)	15 (30%)	20 (40%)	15 (30%)
Outcomes Assessed		EE11-1 EE11-2 EE11-3 EE11-5	EE11-2 EE11-3 EE11-4 EE11-6	EE11-1 EE11-2 EE11-3 EE11-4 EE11-5

Course Outcomes

- EE11-1** Demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
- EE11-2** Analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
- EE11-3** Thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts
- EE11-4** Develops skills in research methodology to undertake effective independent investigation
- EE11-5** Articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
- EE11-6** Reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity



2025

**MATHEMATICS
Year 11
Assessment
Schedules**

Revised and updated 1st December 2024

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GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: MATHEMATICS STANDARD (2 UNIT)

		TASK 1	TASK 2	TASK 3
		Term 1 Week 7	Term 2 Week 3	Term 3 Examination Period
Components	Weighting %	Test (Open book) Algebra	Test Algebra Measurement	Algebra Measurement Financial Mathematics Statistical Analysis
Understanding, fluency and communication	50	10	20	20
Problem solving, reasoning and justification	50	10	20	20
Total %	100	20	40	40
Outcomes assessed		MS11-1 MS11-6 MS11-10	MS11-2 MS11-3 MS11-4 MS11-6 MS11-10	MS11-1 MS11-6 MS11-2 MS11-7 MS11-3 MS11-8 MS11-4 MS11-10 MS11-5

Course Outcomes:

- MS11-1** Uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2** Represents information in symbolic, graphical and tabular form.
- MS11-3** Solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4** Performs calculations in relation to two-dimensional figures
- MS11-5** Models relevant financial situations using appropriate tools
- MS11-6** Makes predictions about everyday situations based on simple mathematical models
- MS11-7** Develops and carries out simple statistical processes to answer questions posed
- MS11-8** Solves probability problems involving multistage events
- MS11-9** Uses appropriate technology to investigate, organise and interpret information in a range of contexts
- MS11-10** Justifies a response to a given problem using appropriate mathematical terminology and/or calculations

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: MATHEMATICS ADVANCED 2 (2 UNIT)

		TASK 1	TASK 2	TASK 3
		Term 1 Week 7	Term 2 Week 4	Term 3 Examination Period
Components	Weighting %	Test (Open Book) Function	Test Functions Trigonometric Functions	Functions Trigonometric Functions Calculus Exponential and Logarithmic Functions Statistical Analysis
Understanding, fluency and communication	50	10	20	20
Problem solving, reasoning and justification	50	10	20	20
Total %	100	20	40	40
Outcomes assessed		MA11-1 MA11-2 MA11-3 MA11-9	MA11-1 MA11-2 MA11-3 MA11-9	MA11-1 MA11-5 MA11-2 MA11-6 MA11-3 MA11-7 MA11-4 MA11-9

Course Outcomes:

- MA11-1** Uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11-2** Uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11-3** Uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA11-4** Uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- MA11-5** Interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6** Manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7** Uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8** Uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- MA11-9** Provides reasoning to support conclusions which are appropriate to the context

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: MATHEMATICS EXTENSION 1 (1 UNIT)

		TASK 1	TASK 2	TASK 3
		Term 1 Week 8	Term 2 Week 5	Term 3 Examination Period
Components	Weighting %	Test (Open Book) Functions	Test Functions Trigonometric functions	Functions Trigonometric Functions Calculus Combinatorics
Understanding, fluency and communication	50	10	20	20
Problem solving, reasoning and justification	50	10	20	20
Total %	100	20	40	40
Outcomes assessed		ME11-1 MS11-2 ME11-7	ME11-1 ME11-2 ME11-3 ME11-7	ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 MS11-7

Course Outcomes:

- ME11-1** Uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
- ME11-2** Manipulates algebraic expressions and graphical functions to solve problems
- ME11-3** Applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
- ME11-4** Applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
- ME11-5** Uses concepts of permutations and combinations to solve problems involving counting or ordering
- ME11-6** Uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
- ME11-7** Communicates making comprehensive use of mathematical language, notation, diagrams and graphs



2025

**SCIENCE
Year 11
Assessment
Schedules**

Revised and updated 1st December 2024

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GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: BIOLOGY (2 UNIT)

		TASK 1	TASK 2	TASK 3
		Term 1 Week 8	Term 2 Week 9	Term 3 Examination Period
Components	Weighting %	Module 1: Cells as the basis of life Depth Study Practical	Module 3 Biological Diversity Research	All Modules Yearly Examination
Skills in working scientifically	60	25	15	20
Knowledge and understanding course content	40	10	10	20
Total %	100	35	25	40
Outcomes assessed		BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-5 BIO11-8	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11/12-10	BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11

Course Outcomes:

A Student:

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

BIO11-8 Describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes

BIO11-9 Explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms

BIO11-10 Describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species

BIO11-11 Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: CHEMISTRY (2 UNIT)

		TASK 1	TASK 2	TASK 3
		Term 1 Week 9	Term 2 Week 10	Term 3 Examination Period
Components	Weighting %	Module 1: Properties and Structure of Matter Depth Study	Module 2: Quantitative Chemistry Practical Exam	All Modules Yearly Examination
Skills in working scientifically	60	15	25	20
Knowledge and understanding course content	40	10	10	20
Total %	100	25	35	40
Outcomes assessed		CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11-8	CH11/12-2 CH11/12-3 CH11/12-5 CH11/12-6 CH11-9	CH11/12-7 CH11-8 CH11-9 CH11-10 CH11-11

Course Outcomes:

A Student:

- 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
CH11-8 Explores the properties and trends in the physical, structural and chemical aspects of matter
CH11-9 Describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
CH11-10 Explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
CH11-11 Analyses the energy considerations in the driving force for chemical reactions

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: EARTH AND ENVIRONMENTAL SCIENCE (2 UNIT)

		TASK 1	TASK 2	TASK 3
		Term 1 Week 10	Term 2 Week 5	Term 3 Examination Period
Components	Weighting %	Module: Earth's Resources Practical Exercise	Module: Energy transformations Depth Study Modelling	All Modules Yearly Examination
Skills in working scientifically	60	15	25	20
Knowledge and understanding course content	40	10	10	20
Total %	100	25	35	40
Outcomes assessed		EES11/12-3 EES11/12-4 EES11/12-5 EES11/12-7 EES11-8	EES11/12-1 EES11/12-2 EES11/12-3 EES11/12-5 CH11-9	EES11/12-6 EES11-8 EES11-9 EES11-10 EES11-11

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
- EES11-8** Describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated
- EES11-9** Describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
- EES11-10** Describes the factors that influence how energy is transferred and transformed in the Earth's systems
- EES11-11** Describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: INVESTIGATING SCIENCE (2 UNIT)

		TASK 1	TASK 2	TASK 3
		Term 2 Week 1	Term 2 Week 9	Term 3 Examination Period
Components	Weighting %	Module 1 & 2 Cause and effect- Observing & Inference and Generalisations Depth Study	Modules 2 and 3 Cause and effect- Inference and Generalisations and Scientific Models Research Task	All Modules Yearly Examination
Knowledge and understanding	60	20	20	20
Scientific thinking, problem solving and communication	40	10	10	20
Total %	100	30	30	40
Outcomes assessed		INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11-8	INS11/12-1 INS11/12-3 INS11/12-4 INS11/12-5 INS11-8	INS11-12-7 INS11-8 INS11-9 INS11-10 INS11-11

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
- INS11-8** Identifies that the collection of primary and secondary data initiates scientific investigations
- INS11-9** Examines the use of inferences and generalisations in scientific investigations
- INS11-10** Develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
- INS11-11** Describes and assesses how scientific explanations, laws and theories have developed

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: PHYSICS (2 UNIT)

		TASK 1	TASK 2	TASK 3
		Term 2 Week 2	Term 3 Week 2	Term 3 Examination Period
Components	Weighting %	Module 2: Dynamics Depth Study	Module 3: Waves and Thermodynamics Practical Exam	All Modules Yearly Examination
Skills in working scientifically	60	20	20	20
Knowledge and understanding course content	40	10	10	20
Total %	100	30	30	40
Outcomes assessed		PH11/12-1 PH11/12-2 PH11/12-4 PH11/12-5 PH11-8	PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11-10	PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11

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
PH11-8 Describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration
PH11-9 Describes and explains events in terms of Newton’s Laws of Motion, the law of conservation of momentum and the law of conservation of energy
PH11-10 Explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
PH11-11 Explains and quantitatively analyses electric fields, circuitry and magnetism



2025

**HSIE
Year 11
Assessment
Schedules**

Revised and updated 1st December 2024

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GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: ANCIENT HISTORY (2 UNIT)

		TASK 1	TASK 2	TASK 3
		Term 1 Week 10	Term 2 Week 6	Term 3 Examination Period
Components	Weighting %	Supported by class work Historical Investigation	Supported by class work Source Analysis	Supported by class work Yearly Examination
Knowledge and understanding course content	40		10	30
Historical skills in the analysis and evaluation of sources and interpretations	20	5	10	5
Historical inquiry and research	20	20		
Communication of historical understanding in appropriate forms	20	5	10	5
Total %	100	30	30	40
Outcomes assessed		AH11-2 AH11-5 AH11-8 AH11-10	AH11-1 AH11-6 AH11-9	AH11-3 AH11-4 AH11-8 AH11-9

Course Outcomes:

- AH11-1** Describes the nature of continuity and change in the ancient world
- AH11-2** Proposes ideas about the varying causes and effects of events and developments
- AH11-3** Analyses the role of historical features, individuals, groups and ideas in shaping the past
- AH11-4** Accounts for the different perspectives of individuals and groups
- AH11-5** Examines the significance of historical features, people, places, events and developments in the ancient world
- AH11-6** Analyses and interprets different types of sources for evidence to support an historical account or argument
- AH11-7** Discusses and evaluates differing interpretations and representations of the past
- AH11-8** Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH11-9** Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH11-10** Discusses contemporary methods and issues involved in the investigation of ancient history

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: BUSINESS STUDIES (2 UNIT)

		TASK 1	TASK 2	TASK 3
		Term 1 Week 8 Wednesday Session 6	Term 2 Week 8 Wednesday Session 6	Term 3 Examination Period
Components	Weighting %	Supported by class work Topic Test	Supported by class work Business Report Research Task	Supported by class work Yearly Examination
Knowledge and understanding course content	40	15	10	15
Stimulus-based skills	20	5		15
Inquiry and research	20		20	
Communication of business information, ideas and issues in appropriate forms	20	5	5	10
Total %	100	25	35	40
Outcomes assessed		P1 P2 P6	P4 P5 P7 P8	P3 P4 P9 P10

Course Outcomes:

- P1** Discusses the nature of business, its role in society & types of business structure
- P2** Explains the internal & external influences on businesses
- P3** Describes the factors contributing to the success or failure of small to medium enterprises
- P4** Assesses the processes & interdependence of key business functions
- P5** Examines the application of management theories & strategies
- P6** Analyses the responsibilities of business to internal & external stakeholders
- P7** Plans and conducts investigations into contemporary business issues
- P8** Evaluates information for actual & hypothetical business situations
- P9** Communicates business information & issues in appropriate formats
- P10** Applies mathematical concepts appropriately in business situations

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: ECONOMICS (2 UNIT)

		TASK 1	TASK 2	TASK 3
		Term 1 Week 8	Term 2 Week 9	Term 3 Examination Period
Components	Weighting %	Supported by class work Topic Test	Supported by class work Research task and in class extended response	Supported by class work Yearly Examination
Knowledge and understanding course content	40	10	10	20
Stimulus-based skills	20	10	5	5
Inquiry and research	20	5	15	
Communication of economic information, ideas and issues in appropriate forms	20	5	5	10
Total %	100	30	35	35
Outcomes assessed		P1 P2 P7 P8 P11	P5 P8 P9 P12	P1 P3 P6 P10 P11

Course Outcomes:

- P1** Demonstrates understanding of economic terms, concepts and relationships
- P2** Explains the economic role of individuals, firms and governments in an economy
- P3** Describes, explains and evaluates the role and operation of markets
- P4** Compares and contrasts aspects of different economies (**Formative Assessment**)
- P5** Analyses the relationship between individuals, firms, institutions and government in the Australian economy
- P6** Explains the role of government in the Australian economy
- P7** Identifies the nature and causes of economic problems and issues for individuals, firms and governments
- P8** Applies appropriate terminology, concepts and theories in economic contexts
- P9** Selects and organises information from a variety of sources for relevance and reliability
- P10** Communicates economic information, ideas and issues in appropriate forms
- P11** Applies mathematical concepts in economic contexts
- P12** Works independently and in groups to achieve appropriate goals in set timelines (**Formative Assessment**)

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: GEOGRAPHY (2 UNIT)

		TASK 1	TASK 2	TASK 3
		Term 1 Week 9	Term 2 Week 9	Term 3 Examination Period
Components	Weighting %	Supported by class work Topic Test	Supported by class work Geographical Investigation (Hand In)	Supported by class work Yearly Examination
Knowledge and understanding course content	40	10	10	20
Geographical tools and skills	20	5	10	5
Geographical inquiry and research, including fieldwork	20	5	10	5
Communication of geographical information, ideas and issues in appropriate forms	20		10	10
Total %	100	20	40	40
Outcomes assessed		GE-11-01 GE-11-02 GE-11-07 GE-11-08 GE-11-09	GE-11-01 GE-11-02 GE-11-05 GE-11-06 GE-11-09	GE-11-03 GE-11-04 GE-11-07 GE-11-08 GE-11-09

Course Outcomes:

- GE-11-01** Examines places, environments and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time
- GE-11-02** Explains geographical processes and influences, at a range of scales, that form and transform places and environments.
- GE-11-03** Explains geographical opportunities and challenges, and varying perspectives and responses
- GE-11-04** Assesses responses and management strategies, at a range of scales, for sustainability
- GE-11-05** Analyses and synthesises relevant geographical information from a variety of sources
- GE-11-06** Identifies geographical methods used in geographical inquiry and their relevance in the contemporary world.
- GE-11-07** Applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments.
- GE-11-08** Applies mathematical ideas and techniques to analyse complex geographical data.
- GE-11-09** Communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms.

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: LEGAL STUDIES (2 UNIT)

		TASK 1	TASK 2	TASK 3
		Term 1 Week 10	Term 2 Week 9	Term 3 Examination Period
Components	Weighting %	Supported by class work Topic Test The Legal System	Supported by class work Research Task The individual & the Law	Supported by class work Yearly Examination
Knowledge and understanding course content	40	10	10	20
Analysis and Evaluation	20	10	5	5
Inquiry and Research	20	5	15	
Communication of legal information, idea and issues in appropriate forms	20	5	5	10
Total %	100	30	35	35
Outcomes assessed		P1 P2 P3 P4	P5 P6 P7 P8 P10	P2 P4 P6 P7 P9

Course Outcomes:

- P1.** Identifies and applies legal concepts and terminology
- P2** Describes the key features of Australian and international law
- P3** Describes the operation of domestic and international legal systems
- P4** Discuss the effectiveness of the legal system in addressing issues
- P5** Describes the role of law in encouraging co-operation and resolving conflict, as well as initiating and responding to change
- P6** Explains the nature of the inter-relationship between the legal system and society
- P7** Evaluates the effectiveness of the law in achieving justice
- H8** Locates, selects and organises, legal information from a variety of sources including legislation, cases, media, international instruments and documents
- P9** Communicates legal information using well-structured responses
- P10** Accounts for differing perspectives and interpretations of legal information and issues

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: MODERN HISTORY (2 UNIT)

		TASK 1	TASK 2	TASK 3
		Term 1 Week 10	Term 2 Week 7	Term 3 Examination Period
Components	Weighting %	Supported by class work Source Analysis	Supported by class work Historical Investigation	Supported by class work Yearly Examination
Knowledge and understanding course content	40	20		20
Historical skills in the analysis and evaluation of sources and interpretations	20	5	5	10
Historical inquiry and research	20		20	
Communication of historical understanding in appropriate forms	20	5	5	10
Total %	100	30	30	40
Outcomes assessed		MH11-6 MH11-7 MH11-9	MH11-1 MH11-2 MH11-8 MH11-10	MH11-2 MH11-3 MH11-4 MH11-5

Course Outcomes:

- MH11-1** Describes the nature of continuity and change in the modern world
- MH11.2** Proposes ideas about the varying causes and effects of events and developments
- MH11-3** Analyses the role of historical features, individuals, groups and ideas in shaping the past
- MH11-4** Accounts for the different perspectives of individuals and groups in their historical context
- MH11-5** Examines the significance of historical features, people, ideas, movements, events and developments in the modern world
- MH11-6** Analyses and interprets different types of sources for evidence to support an historical account or argument
- MH11-7** Discusses and evaluates differing interpretations and representations of the past
- MH11-8** Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH11-9** Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well- structured forms
- MH11-10** Discusses contemporary methods and issues involved in the investigation of modern history

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: SOCIETY AND CULTURE (2 UNIT)

		TASK 1	TASK 2	TASK 3
		Term 1 Week 11	Term 2 Week 7	Term 3 Examination Period
Components	Weighting %	Supported by class work Mini Pip (Hand In)	Supported by class work Topic Test The Social and Cultural World, Personal and Social Identity	Supported by class work Yearly Examination
Knowledge and understanding course content	50	10	10	30
Application and evaluation of social and cultural research methods	30	5	15	10
Communication of information, ideas and issues in appropriate forms	20	10	10	
Total %	100	25	35	40
Outcomes assessed		P5 P6 P7 P8 P10	P1 P3 P6 P9 P10	P1 P2 P4 P5 P9

Course Outcomes:

- P1** Identifies and applies social and cultural concepts
- P2** Describes personal, social and cultural identity
- P3** Identifies and describes relationships and interactions within and between social and cultural groups
- P4** Identifies the features of social and cultural literacy and how it develops
- P5** Explains continuity and change and their implications for societies and cultures
- P6** Evaluates social and cultural research methods for appropriateness to specific research tasks
- P7** Selects, organises and considers information from a variety of sources for usefulness, validity and bias
- P8** Plans and conducts ethical social and cultural research
- P9** Uses appropriate course language and concepts suitable for different audiences and contexts
- P10** Communicates information, ideas and issues using appropriate written, oral and graphic forms



2025

**HEALTH
STUDIES
YEAR 11
Assessment
Schedules**

Revised and updated 1st December 2024

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GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: COMMUNITY AND FAMILY STUDIES (2 UNIT)

		TASK 1	TASK 2	TASK 3
		Term 1 Week 7	Term 2 Week 7	Term 3 Examination Period
Components	Weighting %	Case Study Resource Management (Hand in)	Individuals and group analysis	Yearly Examination
Knowledge and understanding course content	40	15	15	15
Skills in critical thinking, research methodology, analysing and communicating	60	15	20	20
Total %	100	30	35	35
Outcomes assessed		P1.1 P1.2 P4.1 P5.1 P6.4	P2.1 P2.3 P3.2 P4.1 P6.2	P1.1 P6.2

Course Outcomes:

- P1.1** Describes the contribution an individual’s experiences, values, attitudes and beliefs make to the development of goals
- P1.2** Proposes effective solutions to resource problems
- P2.1** Accounts for the roles and relationships that individuals adopt within groups
- P2.2** Describes the role of the family and other groups in the socialisation of individuals
- P2.3** Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P2.4** Analyses the interrelationships between internal and external factors and their impact on family functioning
- P3.1** Explains the changing nature of families and communities in contemporary society
- P3.2** Analyses the significance of gender in defining roles and relationships
- P4.1** Utilises research methodology appropriate to the study of social issues
- P4.2** Presents information in written, oral and graphic form
- P5.1** Applies management processes to maximise the efficient use of resources
- P6.1** Distinguishes those actions that enhance wellbeing
- P6.2** Uses critical thinking skills to enhance decision making

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: EXPLORING EARLY CHILDHOOD (2 Unit)

		TASK 1	TASK 2	TASK 3
		Term 1 Week 7	Term 2 Week 5	Term 3 Week 9-10 Examination Period
Components	Weighting %	Practical Application Pregnancy and Childbirth	Research and activity task Growth and development	Yearly Examination
Knowledge and understanding course content	50	15	15	20
Knowledge and skills in designing, managing, producing and evaluating a major design project	50	20	15	15
Total %	100	35	30	35
Outcomes assessed		1.1 2.2 5.1 6.1	1.2 1.3 4.1 4.2 5.1	1.1 6.2

Course Outcomes:

- 1.1** Analyses prenatal issues that have an impact on development
- 1.2** Examines physical, social-emotional, behavioural, cognitive and language development of young children
- 1.4** Examines ways in which family, community and culture influence the growth and development of young children
- 1.5** Examines implications for growth and development when a child has special needs
- 2.1** Analyses issues relating to the appropriateness of a range of services for different families
- 2.2** Critically examines factors that influence the social world of young children
- 2.3** Explains the importance of diversity as a positive issue for children and their families
- 2.4** Analyses the role of a range of environmental factors that have an impact on the lives of young children
- 4.1** Demonstrates appropriate communication skills with children and/or adults
- 4.2** Interacts appropriately with children and adults from a wide range of cultural backgrounds
- 5.1** Analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1** Demonstrates an understanding of decision-making processes
- 6.2** Critically examines all issues including beliefs and values that may influence interactions with others

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: HEALTH AND MOVEMENT SCIENCE (2 UNIT)

		TASK 1	TASK 2		TASK 3
		Term 1 Week 10	Term 3 Week 4		Term 3 Week 9/10
Components	Weighting %	Depth Study Task Focus Area 2	Formal Written Examination Focus Areas 1 & 2		Focus Area Collaborative Investigation
Knowledge and understanding course content	40	15	15		10
Skills in collaboration analysis communication, creative thinking, problem-solving and research	60	15	20		25
Total %	100	30	35		35
Outcomes assessed		HM11-04 HM11-06 HM11-07 HM11-09	HM11-01 HM11-02 HM11-03 HM11-04 HM11-06	HM11-07 HM11-08 HM11-09	HM11-05 HM11-06 HM11-07 HM11-10 HM11-XX*

Course Outcomes:

- HMS11-01** Interprets meanings, measures and patterns of health experienced by Australians
- HMS11-02** Analyses methods and resources to improve and advocate for the health of young Australians
- HMS11-03** Analyses the interrelationships between anatomy, physiology and biomechanics in relation to movement and performance
- HMS11-04** Investigates skills, strategies and tactics to improve participation and performance
- HMS11-05** Demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts
- HMS11-06** Analyses the relationships and implications of health and movement concepts
- HMS11-07** Communicates health and movement concepts to a range of audiences and contexts
- HMS11-08** Generates new ideas that are meaningful and relevant to health and movement contexts
- HMS11-09** Proposes and evaluates solutions to health and movement issues
- HMS11-10** Analyses a range of sources to make judgements about health and movement concepts

*Knowledge and understanding outcome(s) to be included once determined by the teacher in partnership with students, based on the nature of the investigation

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

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

		TASK 1	TASK 2	TASK 3
		Term 1 Week 6	Term 3 Week 3	Term 3 Examination period
Components	Weighting %	Fitness Assessment	Resistance Training Social Perspective (Hand In)	End of year examination
Module: Fitness	40	30		10
Module: Resistance Training	30		15	15
Module: Social perspectives of games and sports	30		15	15
Total %	100	30	30	40
Outcomes assessed		1.2 2.2 3.3 4.1	1.3 2.2 2.4 2.5 3.7	1.2 4.5

Course Outcomes:

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|---|--|
| <p>1.1 Applies the rules and conventions that relate to participation in a range of physical activities</p> <p>1.2 Explains the relationship between physical activity, fitness and healthy lifestyle</p> <p>1.3 Demonstrates ways to enhance safety in physical activity</p> <p>1.4 Investigates and interprets the patterns of participation in sport and physical activity in Australia</p> <p>1.5 Critically analyses the factors affecting lifestyle balance and their impact on health status</p> <p>1.6 Describes administrative procedures that support successful performance outcomes</p> <p>2.1 Explains the principles of skill development and training</p> <p>2.2 Analyses the fitness requirements of specific activities</p> <p>2.3 Selects and participates in physical activities that meet individual needs, interests and abilities</p> <p>2.4 Describes how societal influences impact on the nature of sport in Australia</p> <p>2.5 Describes the relationship between anatomy, physiology and performance</p> <p>3.1 Selects appropriate strategies and tactics for success in a range of movement contexts</p> | <p>3.2 Designs programs that respond to performance needs</p> <p>3.3 Measures and evaluates physical performance capacity</p> <p>3.4 Composes, performs and appraises movement</p> <p>3.5 Analyses personal health practices</p> <p>3.6 Assesses and responds appropriately to emergency care situations</p> <p>3.7 Analyses the impact of professionalism in sport</p> <p>4.1 Plans strategies to achieve performance goal</p> <p>4.2 Demonstrates leadership skills and a capacity to work cooperatively in movement context</p> <p>4.3 Makes strategic plans to overcome the barriers to personal and community health</p> <p>4.4 Demonstrates competence and confidence in movement contexts</p> <p>4.5 Recognises the skills and abilities required to adopt roles that support health, safety and physical activity</p> <p>5.1 Accepts responsibility for personal and community health</p> <p>5.2 Willingly participates in regular physical activity</p> <p>5.3 Values the importance of an active lifestyle</p> <p>5.4 Values the features of a quality performance and strives to achieve quality in personal performance</p> |
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2025

**TAS
Year 11
Assessment
Schedules**

Revised and updated 1st December 2024

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GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: DESIGN AND TECHNOLOGY (2 UNIT)

		TASK 1	TASK 2	TASK 3
		Term 2 Week 1	Term 3 Week 1	Term 3 Examination Period
Components	Weighting %	Preliminary Project 1	Preliminary Project 2	Yearly Exam
Knowledge and understanding of course content	40	10	10	20
Knowledge and skills in designing, managing, producing and evaluating design projects	60	20	20	20
Total %	100	30	30	40
Outcomes assessed		P1.1 P2.1 P4.2 P6.1	P2.2 P4.1 P5.1 P5.2 P5.3	P1.1 P2.1 P2.2 P4.3 P6.2

Course Outcomes:

- P1.1** Examines design theory and practice, and considers the factors affecting designing and producing in design projects
- P2.1** Identifies design and production processes in domestic, community, industrial and commercial settings
- P2.2** Explains the impact of a range of design and technology activities on the individual, society and the environment through the development of project
- P3.1** Investigates and experiments with techniques in creative and collaborative approaches in designing and producing
- P4.1** Uses design processes in the development and production of design solutions to meet identified needs and opportunities
- P4.2** Uses resources effectively and safely in the development and production of design solutions
- P4.3** Evaluates the processes and outcomes of designing and producing
- P5.1** Uses a variety of management techniques and tools to develop design projects
- P5.2** Communicates ideas and solutions using a range of techniques
- P5.3** Uses a variety of research methods to inform the development and modification of design ideas
- P6.1** Investigates a range of manufacturing and production processes and relates these to aspects of design projects
- P6.2** Evaluates and uses computer-based technologies in designing and producing

*Outcomes in **BOLD** are formatively assessed in class work

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: ENGINEERING STUDIES (2 UNIT)

		TASK 1	TASK 2	TASK 3
		Term 1 Week 9	Term 2 Week 9	Term 3 Examination Period
Components	Weighting %	Electrical Appliance report	Braking System Report	Yearly Examination
Knowledge and understanding of course content	60	10	30	20
Knowledge and skills in research, problem solving, and communication related to engineering practice	40	10	10	20
Total %	100	20	40	40
Outcomes assessed		P1.1 P1.2 P2.1 P3.2 P3.3	P3.1 P5.1 P5.2 P6.2	P2.2 P4.1 P4.2 P4.3 P6.1

Course Outcomes:

- P1.1** Identifies the scope of engineering and recognises current innovations
- P1.2** Explains the relationship between properties, structure, uses and applications of materials in engineering
- P2.1** Describes the types of materials, components and processes and explains their implications for engineering development
- P2.2** Describes the nature of engineering in specific fields and its importance to society
- P3.1** Uses mathematical, scientific and graphical methods to solve problems of engineering practice
- P3.2** Develops written, oral and presentation skills and applies these to engineering reports
- P3.3** Applies graphics as a communication tool
- P4.1** Describes developments in technology and their impact on engineering products
- P4.2** Describes the influence of technological change on engineering and its effect on people
- P4.3** Identifies the social, environmental and cultural implications of technological change in engineering
- P5.1** Demonstrates the ability to work both individually and in teams
- P5.2** Applies management and planning skills related to engineering
- P6.1** Applies knowledge and skills in research and problem-solving related to engineering
- P6.2** Applies skills in analysis, synthesis and experimentation related to engineering

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: ENTERPRISE COMPUTING (2 UNIT)

		TASK 1	TASK 2	TASK 3
		Term 1 Week 10	Term 2 Week 10	Term 3 Examination Period
Components	Weighting %	Project Interactive Media and the User Experience	Project Networking systems and social computing	Yearly Examination
Knowledge and understanding of course content	50	10	20	20
Knowledge and skills in the management, communication and production of projects	50	20	10	20
Total %	100	30	30	40
Outcomes assessed		EC-11-01 EC-11-08 EC-11-09 EC-11-11	EC-11-03 EC-11-06 EC-11-07 EC-11-10	EC-11-02 EC-11-04 EC-11-05

Course Outcomes:

- EC-11-01** Describes how systems are used in a range of enterprises
- EC-11-02** Describes the function of data and information within enterprise computing systems
- EC-11-03** Describes how data is safely and securely collected, stored and manipulated when developing enterprise computing systems
- EC-11-04** Describes how data is used in enterprise computing systems
- EC-11-05** Applies tools and resources to analyse datasets
- EC-11-06** Explains how innovative technologies have influenced enterprise computing systems
- EC-11-07** Explores the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment
- EC-11-08** Selects and use of tools and resources to design and develop an enterprise computing system
- EC-11-09** Documents the management and evaluates the development of an enterprise solution
- EC-11-10** Investigates the effectiveness of an enterprise computing system
- EC-11-11** Communicates an enterprise computing solution to an intended audience

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: FOOD TECHNOLOGY (2 UNIT)

		TASK 1	TASK 2	TASK 3
		Term 1 Week 8/10	Term 2 Week 8/10	Term 3 Examination Period
Components	Weighting %	Nutrition Investigation	Food Quality Experiment and Preparation	Yearly Examination
Knowledge and understanding of course content	40	10	10	20
Knowledge and skills in designing, researching, analysing and evaluating	30	10	10	10
Skills in experimenting with and preparing food by applying theoretical concepts	30	15	15	
Total %	100	35	35	30
Outcomes assessed		P2.1 P3.1 P4.3 P5.1	P2.2 P3.2 P4.1 P4.4	P1.1 P2.2 P1.2 P3.1 P2.1 P4.4

Course Outcomes:

- P1.1** Identifies and discusses a range of historical and contemporary factors that influence the availability of particular foods
- P1.2** Accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
- P2.1** Explains the role of food nutrients in human nutrition.
- P2.2** Identifies and explains the sensory characteristics and functional properties of food
- P3.1** Assess the nutrient value of meals/diets for particular individuals and groups
- P3.2** Presents ideas in written, graphic and oral form using computer software where appropriate
- P4.1** Selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food
- P4.2** **Plans, prepares and presents foods which reflect a range of the influences on food selection**
- P4.3** Selects foods, plan and prepares meals/diets to achieve optimum nutrition for individuals and groups
- P4.4** applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
- P5.1** Generates ideas and develops solutions to a range of food situations

*Outcomes in **BOLD** are formatively assessed in classwork

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

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

		TASK 1	TASK 2	TASK 3
		Term 2 Week 1	Term 3 Week 6	Term 3 Examination Period
Components	Weighting %	Industry Study & Preliminary Project 1	Preliminary Project 2	Yearly Examination
Knowledge and understanding of course content	40	10	10	20
Knowledge and skills in management, communication and production of projects	60	10	30	20
Total %	100	20	40	40
Outcomes assessed		P1.1 P1.2 P6.2 P7.1 P7.2	P3.1 P3.2 P4.3 P5.1 P5.2	P1.1 P1.2 P2.1 P6.1 P7.1

Course Outcomes:

- P1.1** Describes the organisation and management of an individual business within the focus area industry
- P1.2** Identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
- P2.1** **Describes and uses safe working practices and correct workshop equipment maintenance techniques**
- P2.2** **Works effectively in team situations**
- P3.1** Sketches, produces and interprets drawings in the production of projects
- P3.2** Applies research and problem-solving skills
- P3.3** Demonstrates appropriate design principles in the production of projects
- P4.1** Demonstrates a range of practical skills in the production of projects
- P4.2** **Demonstrates competency in using relevant equipment, machinery and processes**
- P4.3** Identifies and explains the properties and characteristics of materials/components through the production of projects
- P5.1** Uses communication and information processing skills
- P5.2** Uses appropriate documentation techniques related to the management of projects
- P6.1** Identifies the characteristics of quality manufactured products
- P6.2** Identifies and explains the principles of quality and quality control
- P7.1** Identifies the impact of one related industry on the social and physical environment
- P7.2** identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

*Outcomes in **BOLD** are formatively assessed in classwork

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: SOFTWARE ENGINEERING (2 UNIT)

		TASK 1	TASK 2	TASK 3
		Term 2 Week 1	Term 3 Week 1	Term 3 Examination Period
Components	Weighting %	Programming Fundamentals	Object Oriented Project	Yearly Examination
Knowledge and understanding of course content	50	10	20	20
Knowledge and skills in the design and development of software solutions	50	15	15	20
Total %	100	25	35	40
Outcomes assessed		SE-11-01 SE-11-02 SE-11-06 SE-11-07	SE-11-03 SE-11-04 SE-11-05 SE-11-08 SE-11-09	SE-11-01 SE-11-03 SE-11-04 SE-11-07 SE-11-08

Course Outcomes:

- SE-11-01** Describes methods used to plan, develop and engineer software solutions
- SE-11-02** Explains how structural elements are used to develop programming code
- SE-11-03** Describes how current hardware, software and emerging technologies influence the development of software engineering solutions
- SE-11-04** Applies safe and secure practices to collect, use and store data
- SE-11-05** Describes the social, ethical and legal implications of software engineering on the individual, society and the environment
- SE-11-06** Applies tools and resources to design, develop, manage and evaluate software
- SE-11-07** Implements safe and secure programming solutions
- SE-11-08** Applies language structures to refine code
- SE-11-09** Manages and documents the development of a software

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: TEXTILE AND DESIGN (2 UNIT)

		TASK 1	TASK 2	TASK 3	
		Term 2 Week 4	Term 3 Week 6	Term 3 Examination Period	
Components	Weighting %	Practical Project 1 Design and Manufacture	Practical Project 2 Focus Area	Yearly Examination	
Knowledge and understanding of course content	50	10	10	30	
Skills and knowledge in the design, manufacture and management of textiles projects.	50	20	20	10	
Total %	100	30	30	40	
Outcomes assessed		P1.1 P1.2 P2.1 P2.3	P2.3 P3.1 P3.2 P4.1	P1.1 P1.2 P3.1 P3.2	P5.1 P5.2 P6.1

Course Outcomes:

- P1.1** Describes the elements and principles of design and uses them in a variety of applications
- P1.2** Identifies the functional and aesthetic requirements and features of a range of textile items
- P2.1** Demonstrates the use of a variety of communication skills, including computer-based technology
- P2.2** **Develops competence in the selection and use of appropriate manufacturing techniques and equipment**
- P2.3** Manages the design and manufacture of textile projects
- P3.1** Identifies properties of a variety of fabrics, yarns and fibres
- P3.2** Justifies the selection of fabrics, yarns and fibres for end-uses
- P4.1** Identifies and selects textiles for specific end-uses based on analysis of experimentation
- P5.1** Examines the status of the Australian Textile, Clothing, Footwear and Allied Industries within the global context
- P5.2** Investigate s arrange of career options in design, consumerism, manufacturing and retail sectors of the Australian Textile, Clothing, Footwear and Allied industries
- P6.1** Identifies and appreciates the factors that contribute to the quality and value of textiles in society

*Outcomes in **BOLD** are formatively assessed in classwork



2025

**CAPA
Year 11
Assessment
Schedules**

Revised and updated 1st December 2024

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GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: CERAMICS (CONTENT ENDORSED COURSE)

		TASK 1	TASK 2	TASK 3
		Term 1 Week 9	Term 3 Week 5	Term 3 Examination Period
Components	Weighting %			
Making	70	35	35	
Critical / Historical Study	30	5	5	20
Total %	100	40	40	20
Outcomes assessed		M1 M2 CH1 CH2 CH4	M1 M3 CH3 CH4	CH1 CH2 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

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: DANCE (2 UNIT)

		TASK 1	TASK 2	TASK 3
		Term 1 Week 11	Term 2 Week 10	Term 3 Examination Period
Components	Weighting %	Presentation of Dance Performance Performance of class sequences, including process diary/interview with reflection and safe dance practice research.	Presentation of Solo Composition Demonstration performance of Core Composition. Including process diary with critical analysis of the elements of dance composition, dance phrases and movement used to represent concept and intent.	Yearly Examination Written Core Appreciation Exam Presentation of Performance demonstrating dance technique, and performance quality, including process diary, written reflections, observations and research.
Performance	40	20	10	10
Composition	30	10	20	
Appreciation	30			30
Total %	100	30	30	40
Outcomes assessed		P1.1 P1.2 P2.1 P2.2	P2.4 P2.5 P3.1 P3.3 P3.6	P1.1 P1.2 P4.1 P4.2 P4.4

Course outcomes:

- | | |
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| <p>P1.1 Understands dance as the performance and communication of ideas through movement and in written and oral form</p> <p>P1.2 Understands the use of dance terminology relevant to the study of dance as an artform</p> <p>P1.3 Develops the skills of dance through performing, composing and appreciating dance</p> <p>P1.4 Values the diversity of dance as an artform and its inherent expressive qualities</p> <p>P2.1 Identifies the physiology of the human body as it is relevant to the dancer</p> <p>P2.2 Identifies the body's capabilities and limitations</p> <p>P2.3 Recognises the importance of the application of safe dance practice</p> <p>P2.4 Demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination</p> <p>P2.5 Performs combinations, phrases and sequences with due consideration of safe dance practices</p> <p>P2.6 Values self-discipline, commitment and consistency in technical skills and performance</p> | <p>P3.1 Identifies the elements of dance composition</p> <p>P3.2 Understands the compositional process</p> <p>P3.3 Understands the function of structure as it relates to dance composition</p> <p>P3.4 Explores the elements of dance relating to dance composition</p> <p>P3.5 Devises movement material in a personal style in response to creative problem-solving tasks in dance composition</p> <p>P3.6 Structures movement devised in response to specific concept/intent</p> <p>P3.7 Values their own and others' dance activities as worthwhile</p> <p>P4.1 Understands the socio-historic context in which dance exists</p> <p>P4.2 Develops knowledge to critically appraise and evaluate dance</p> <p>P4.3 Demonstrates the skills of gathering, classifying and recording information about dance</p> <p>P4.4 Develops skills in critical appraisal and evaluation</p> <p>P4.5 Values the diversity of dance from national and international perspectives</p> |
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GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: DRAMA (2 UNIT)

		TASK 1	TASK 2	TASK 3
		Term 2 Week 2	Term 3 Week 1	Term 3 Examination Period
Components	Weighting %	Part A: Performance and Logbook Part B: Research Scaffold (Hand In)	Director's Folio (Hand In)	Yearly Examination Group Performance and Reflection
Making	40	10	30	
Performing	30	10		20
Critically Studying	30	10		20
Total %	100	30	30	40
Outcomes assessed		P1.1 P1.3 P1.5 P3.2	P1.2 P1.4 P1.6 P2.1 P2.2	P2.3 P2.4 P3.1 P3.3

Course Outcomes:

- P1.1** Develops acting skills in order to adopt and sustain a variety of characters and roles
- P1.2** Explores ideas and situations, expressing them imaginatively in dramatic form
- P1.3** Demonstrates performance skills appropriate to a variety of styles and media
- P1.4** Understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
- P1.5** Understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
- P1.6** Demonstrates directorial and acting skills to communicate meaning through dramatic action
- P2.1** Understands the dynamics of actor-audience relationship
- P2.2** Understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
- P2.3** Demonstrates directorial and acting skills to communicate meaning through dramatic action
- P2.4** Performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
- P3.1** Critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
- P3.2** Understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
- P3.3** Analyses and synthesizes research and experiences of dramatic and theatrical styles, traditions and movements

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: MUSIC COURSE 1 (2 UNIT)

		TASK 1	TASK 2	TASK 3
		Term 1 Week 10	Term 2 Week 9	Term 3 Examination Period
Components	Weighting %	Performance And Musicology (Hand In)	Composition (Hand In) Aural	Performance and Musicology Aural Examination
Performance	25	10		15
Composition	25		25	
Musicology	25	15		10
Aural	25		10	15
Total %	100	25	35	40
Outcomes assessed		P1 P2 P4 P6	P3 P5 P7 P8	P1 P5 P6 P9

Course Outcomes:

- P1:** Performs music that is characteristic of the topics studied
- P2:** Observes, reads, interprets and discusses simple musical scores characteristic of topics studied
- P3:** Improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
- P4:** Recognises and identifies the concepts of music and discusses their use in a variety of musical styles
- P5:** Comments on and constructively discusses performances and compositions
- P6:** Observes and discusses concepts of music in works representative of the topics studied
- P7:** Understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
- P8:** Identifies, recognises, experiments with and discusses the use of technology in music
- P9:** Performs as a means of self-expression and communication
- P10:** Demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P11:** Demonstrates a willingness to accept and use constructive criticism

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: MUSIC COURSE 2 (2 UNIT)

		TASK 1	TASK 2	TASK 3
		Term 2 Week 2	Term 2 Week 9	Term 3 Examination Period
Components	Weighting %	Aural / Musicology and Composition	Performance and Composition	Performance and Examination
Performance	25		10	15
Composition	25	10	15	
Musicology	25	15		10
Aural	25	10		15
Total %	100	35	25	40
Outcomes assessed		P2 P3 P4	P1 P3 P4	P1 P2 P5 P7

Course Outcomes:

- P1:** Confidently performs repertoire that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble
- P2:** Demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics
- P3:** Composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensembles
- P4:** Creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
- P5:** Analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations
- P6:** Discusses and evaluates music making constructive suggestions about performances and compositions
- P7:** Observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics
- P8:** Understands the capabilities of performing media, explores and uses current technologies as studied
- P9:** Identifies, recognises, experiments with, and discusses the use of technology in music
- P10:** Performs as a means of self-expression and communication
- P11:** Demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P12:** Demonstrates a willingness to accept and use constructive criticism

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

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

		TASK 1	TASK 2	TASK 3
		Term 2 Week 1	Term 3 Week 5	Term 3 Examination Period
Components	Weighting %	Portfolio 1 and Research	Portfolio 2 and Art Response Scaffold (Hand In)	Major Project Submission
Art Making	70	35	35	
Critical and Historical	30	5	5	20
Total %	100	40	40	20
Outcomes assessed		M1 M3 CH3 CH4 CH5	M1 M4 M6 CH1 CH5	CH1 CH2 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 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: VISUAL ARTS (2 UNIT)

		TASK 1	TASK 2	TASK 3
		Term 1 Week 9	Term 2 Week 10	Term 3 Examination Period
Components	Weighting %	Printmaking the Landscape VAPD 20% Research Essay 10%	Vanitas Vanitas Task 15% VAPD 5% In class Essay 10%	Portrait 10% Yearly Examination 30%
Artmaking and VAPD	50	20	20	10
Art History and Criticism	50	10	10	30
Total %	100	30	30	40
Outcomes assessed		P1 P3 P8 P9	P1 P4 P9 P10	P1 P2 P5 P7 P10

Course Outcomes:

- P1:** Explores the conventions of practice in artmaking
- P2:** Explores the roles and relationships between the concepts of artist, artwork, world and audience
- P3:** Identifies the frames as the basis of understanding expressive representation through the making of art
- P4:** Investigates subject matter and forms as representations in artmaking
- P5:** Investigates ways of developing coherence and layers of meaning in the making of art
- P6:** Explores a range of material techniques in ways that support artistic intentions
- P7:** Explores the conventions of practice in art criticism and art history
- P8:** Explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
- P9:** Identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
- P10:** Explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed



2025

**LOTE
Year 11
Assessment
Schedules**

Revised and updated 1st December 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 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: CHINESE IN CONTEXT (2 UNIT)

		TASK 1	TASK 2	TASK 3	
		Term 2 Week 3	Term 2 Week 8	Term 3 Examination Period	
Components	Weighting %	Oral Interacting	Responding to listening and written texts and writing	Yearly Examination Speaking, Listening, Reading and Writing	
Speaking	25	20		5	
Listening	25		15	10	
Reading	25		15	10	
Writing	25		10	15	
Total %	100	20	40	40	
Outcomes Assessed		LCHC6-1 LCHC6-2 LCHC6-8 LCHC6-9	LCHC6 -3 LCHC6-4 LCHC6-8 LCHC6-9	LCHC6-1 LCHC6-2 LCHC6-3 LCHC6-4 LCHC6-5	LCHC6-6 LCHC6-7 LCHC6-8 LCHC6-9

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 purposes appropriate to different audiences and cultural contexts process and responding
- LCHC6-3** Identifies gist, main points and specific information in texts
- LCHC6-4** Synthesises information and ideas from texts
- LCHC6-5** Analyses features of language in text
- LCHC6-6** Responses to text personally and critically
- LCHC6-7** Analyses the way in which values, beliefs, culture and identity are expressed in text composing
- LCHC6-8** Uses knowledge and skills to compose a variety of text in Chinese for a range of context, purposes and audiences
- LCHC6-9** Applies knowledge and understanding of literary devices, and language and cultural concepts to express meaning in text in Chinese

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: CHINESE AND LITERATURE (2 UNIT)

		TASK 1	TASK 2	TASK 3
		Term 1 Week 10	Term 2 Week 8	Term 3 Examination period
Components	Weighting %	Portfolio	Speech, listening to, reading and analysing texts, writing designated articles	Yearly Examination Listening & responding to a text, reading and responding to questions related to texts, writing designated articles
Listening	20	5	10	5
Reading	40	10	15	15
Speaking	10	5	5	
Writing	30	10	10	10
Total %	100	30	40	30
Outcomes assessed		2.1 3.2 3.8 4.1	1.1 2.2 3.3 3.7	2.3 2.4 3.3 3.5 4.2

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 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: FRENCH (2 UNIT)

		TASK 1	TASK 2	TASK 3		
		Term 1 Week 9	Term 2 Week 7	Term 3 Examination Period		
Components	Weighting %	Response to written texts / and writing in French	Responses to spoken texts and oral presentation	Speaking Practical and Yearly Examination		
Speaking	20		10	10		
Listening	30		20	10		
Reading	30	20		10		
Writing	20	10		10		
Total %	100	30	30	40		
Outcomes assessed		1.2	1.1	1.1	2.2	3.1
		2.1	1.2	1.2	2.3	3.2
		2.2	1.3	1.3	2.4	3.3
		2.3	2.2	1.4	2.5	
		3.2	2.3	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 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: ITALIAN BEGINNERS (2 UNIT)

		TASK 1	TASK 2	TASK 3		
		Term 1 Week 9	Term 2 Week 7	Term 3 Examination Period		
Components	Weighting %	Response to written text/ and writing in Italian	Response to spoken texts and oral presentation	Speaking Practical and Yearly Examination		
Speaking	20		10	10		
Listening	30		20	10		
Reading	30	20		10		
Writing	20	10		10		
Total %	100	30	30	40		
Outcomes assessed		1.2	1.1	1.1	2.2	3.1
		2.1	1.2	1.2	2.3	3.2
		2.2	1.3	1.3	2.4	3.3
		2.3	2.2	1.4	2.5	
		3.2	2.3	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 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: JAPANESE BEGINNERS (2 UNIT)

		TASK 1	TASK 2	TASK 3		
		Term 1 Week 9	Term 2 Week 8	Term 3 Examination Period		
Components	Weighting %	Speaking Listening	Reading Writing	Yearly Examination		
Listening	30	20		10		
Reading	30		20	10		
Speaking	20	10		10		
Writing	20		10	10		
Total %	100	30	30	40		
Outcomes assessed		1.4	2.2	1.1	2.2	3.1
		2.1	2.3	1.2	2.3	3.2
		2.2	2.4	1.3	2.4	3.3
		2.3	3.1	1.4	2.5	3.4
		2.4	3.2	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 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: JAPANESE CONTINUERS (2 UNIT)

		TASK 1	TASK 2	TASK 3		
		Term 1 Week 9	Term 2 Week 8	Term 3 Examination Period		
Components	Weighting %	Speaking Listening	Reading Writing	Yearly Examination		
Speaking	20		10	10		
Listening	30		20	10		
Reading	30	20		10		
Writing	20	10		10		
Total %	100	30	30	40		
Outcomes assessed		2.3	1.1	1.1	2.3	3.6
		3.1	1.3	1.2	3.1	4.1
		3.2	2.3	1.3	3.2	4.2
		3.5	3.1	1.4	3.3	4.3
		3.6	3.2	2.1	3.4	
				2.2	3.5	

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 11 COURSE
2025 ASSESSMENT SCHEDULE

COURSE: MODERN GREEK BEGINNERS (2 UNIT)

		TASK 1	TASK 2	TASK 3		
		Term 1 Week 9	Term 2 Week 7	Term 3 Examination Period		
Components	Weighting %	Oral presentation and response to spoken text	Response to written text	Response in English to spoken texts		
Speaking	20	10		10		
Listening	30	20		10		
Reading	30		20	10		
Writing	20		10	10		
Total %	100	30	30	40		
Outcomes assessed		1.1	1.2	1.1	2.2	3.1
		1.2	2.1	1.2	2.3	3.2
		1.3	2.2	1.3	2.4	3.3
		2.2	2.3	1.4	2.5	
		2.3	3.2	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
Year 11
Assessment
Schedules**

Revised and updated 1st December 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

NSW Department of Education RTO 90333 VET COURSE ASSESSMENT SCHEDULES

Preliminary 2025

The following assessment schedules are to be used in assessment booklets for all VET courses delivered by NSW Department of Education RTO 90333:

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

Information & Digital Technology
Retail Services
Fitness

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

Business Services
 Qualification: BSB30120 Certificate III in Business
 Cohort 2025-2026
 Training Package BSB Business Services Training Package

RTO-NSW Department of Education, RTO 90333

School Name: Georges River College Oatley Senior Campus

Assessment Schedule Year 11 - 2025

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
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 1	Week 10	Week 7
			Term 2	Term 2	Term 3
Code	Unit of Competency	HSC Examinable	Date 30 TH May 2025	Date 4 th July 2025	Date 5 th September 2025
BSBTEC201	Use business software applications	Yes	X		
BSBTEC202	Use digital technologies to communicate in the work environment	No	X		
BSBWHS311	Assist with maintaining workplace safety	Yes		X	
BSBINS302	Organise workplace information	No		X	
BSBXCM301	Engage in workplace communication	Yes			X
BSBOPS201	Work effectively in business environments	No			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.

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

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

School Name: Georges River College Oatley Senior Campus

Assessment Schedule Year 11 – 2025

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. *Task 2 completion may be carried over to HSC year			Task 1 White card	Task 2 Tools and equipment	Task 3 Work safe	Task 4 Working it out
Code	Unit of Competency	HSC Examinable	Week 6 Term 1 Date 7 th March 2025	Week 1 Term 2 Date 2 nd April 2025	Week 10 Term 2 Date 4 th July 2025	Week 7 Term 3 Date 5 th September 2025
CPCWHS1001	Prepare to work safely in the construction industry		X			
CPCCCA2002	Use carpentry tools and equipment			X		
CPCCCM2005	Use construction tools and equipment	✓		X		
CPCCCA2011	Handle carpentry materials			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

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward 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 is to be an estimate of likely performance in the HSC examination and will reflect each student’s achievement of tasks similar to the HSC examination, such as a trial HSC examination.

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

School Name: Georges River College Oatley Senior Campus

Assessment Schedule Year 11 - 2025

Assessment Tasks for CUA30420 Certificate III in Live Production and Technical Services Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 – White card	Task 2 – Plan a career	Task 3 – Safe and sound	Task 4 – Bump in the light
Code	Unit of Competency	HSC Examinable	Week 10 Term 1 Date 11 th April 2025	Week 1 Term 2 Date 30 th April 2025	Week 10 Term 2 Date 4 th July 2025	Week 7 Term 3 Date 5 th September 2025
CPCCWHS1001	Prepare to work safely in the construction industry		Prior to WPL			
CUAIND314	Plan a career in the creative arts industry			Post WPL		
CUAWHS312	Apply work health and safety practice	X			X	
CUASOU331	Undertake live audio operations	X			X	
CUALGT311	Operate basic lighting	X				X
CUASTA212	Assist with bump in and bump out of shows					X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward CUA30420 Certificate III in Live Production and Technical Services.

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

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

School Name: Georges River College Oatley Senior Campus

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIS30321 Certificate III in Fitness		Task 1 The fitness Industry	Task 2 Safety in fitness facilities
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 5 Term 2	Week 7 Term 3
Code	Unit of Competency	Date 30th May 2025	Date 5th September 2025
BSBPEF301	Organise personal work priorities	X	
SISXIND011	Maintain sport, fitness and recreation industry knowledge	X	
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise		X
SISXFAC002	Maintain sport, fitness and recreation facilities		X
HLTWHS001	Participate in workplace health and safety		X

* Task 1 Portfolio – Evidence collection for the portfolio is ongoing. The task can be submitted when sufficient evidence has been collected.

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward SIS30321 Certificate III in Fitness.

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”.

Hospitality (Food & Beverage)
 Qualification: SIT20322 Certificate II in Hospitality
 Cohort 2025-2026
 Training Package SIT Tourism, Travel and Hospitality

RTO-NSW Department of Education, RTO 90333

School Name: Georges River Collage Oatley Senior Campus

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality			Task 1 Safety in the kitchen	Task 2 Service please
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 5	Week 7
			Term 2	Term 3
Code	Unit of Competency	HSC Examinable	Date 30 th May 2025	Date 4 th July 2025
SITXWHS005	Participate in safe work practices	X	X	
SITXFSA005	Use hygienic practices for food safety	X	X	
SITXFSA006	Participate in safe food handling practices	X	X	
SITHCCC025	Prepare and present sandwiches		X	
SITXCCS011	Interact with customers	X		X
SITXCOM007	Show social and cultural sensitivity			X

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

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

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

School Name: Georges River College Oatley Senior Campus

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIT20421 Certificate II in Cookery			Task 1	Task 2
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 5 Term 2	Week 7 Term 3
Code	Unit of Competency	HSC Examinable	Date 30 th May 2025	Date 4 th July 2025
SITXWHS005	Participate in safe work practices	X	X	
SITXFSA005	Use hygienic practices for food safety	X	X	
SITXFSA006	Participate in safe food handling procedures	X	X	
SITHCCC025	Prepare and present sandwiches		X	
SITXCOM007	Show social and cultural sensitivity	X		X
SITXCCS011	Interact with customers	X		X

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

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

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

School Name: Georges River College Oatley Senior Campus

Assessment Schedule Year 11 - 2025

Assessment Tasks for ICT30120 Certificate III in Information Technology			Task 1 Safe digital work	Task 2 Team web
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 5 Term 2	Week 7 Term 3
Code	Unit Name	HSC Examinable	Date 30 th June 2025	Date 5 th September 2025
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 at completion of Year 11 is a Statement of Attainment toward ICT30120 Certificate III in Information Technology.

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

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

School Name: Georges River College Oatley Senior Campus

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIR30216 Certificate III in Retail			Task 1 Get ready for retail	Task 2 Operation safety
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 5 Term 2 Date 30 th June 2025	Week 7 Term 3 Date 5 th September 2025
Code	Unit of Competency	HSC Examinable		
SIRXIND001	Work Effectively in a Service Environment	✓	X	
SIRXCOM002	Work Effectively in a Team	✓	X	
SIRXWHS002	Contribute to Workplace Health and Safety	✓		X
SIRRINV001	Receive and Handle Retail Stock			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward SIR30216 Certificate III in Retail.

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

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