



GRC Oatley Senior Campus

2018

HSC Assessment Policy & Schedules

Revised and updated 20 September 2017

Complete Edition

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.

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Dates to Remember

Half Yearly Examinations
(for all Science, Mathematics and General Mathematics students)
Term 1 Week 7

Monday 12 March – Friday 16 March 2018
*(Note: each exam will commence at 8 am sharp,
Normal classes will continue from 10 am every day)*

Trial HSC Examination
Term 3 Weeks 3 to 6
Monday 13 August – Friday 31 August 2018

HSC Begins
Term 4 Week 2
Monday 22th October 2018*
(expected conclusion: Friday 17th November 2018)

(subject to confirmation by NESAs)*

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

Students must also read and ensure that they understand the information presented in the “Rules and Procedures for 2018 Higher School Certificate Candidates” booklet provided by the NSW Education Standards Authority (NESA).

HIGHER SCHOOL CERTIFICATE

THE CERTIFICATE

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

SOME SCHOOL AND NESA REQUIREMENTS

It is expected that:

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

ASSESSMENTS

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

THE PURPOSE OF ASSESSMENT

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

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

THE SCHOOL'S RESPONSIBILITIES

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

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

REPORTING RESULTS

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

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

APPEAL TO NESAs 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 NESAs's requirements;
- b) the procedures used by the school for determining the final assessment mark do not conform with its stated program;
- c) there being computational or other clerical errors in determination of the assessment mark.

REGULATIONS GOVERNING HSC ASSESSMENTS

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

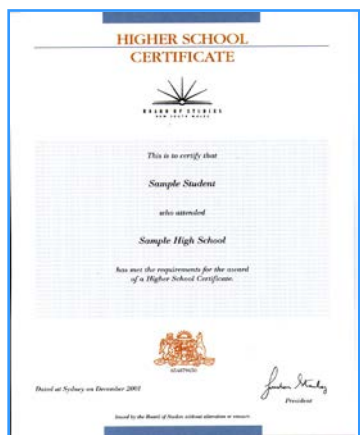
HSC assessment tasks are formal tasks which require set procedures to be followed by both the school and the students. The scheduling of tasks for the whole course is published in this book and students must familiarise themselves with the timing and nature of the task schedule.

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.

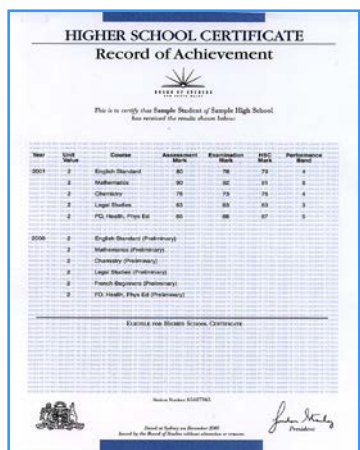
On successful completion of the HSC you will receive the Higher School Certificate Testamur, a Record of Achievement and a Course Report for all courses in which a student sat an examination.



Higher School Certificate Testamur

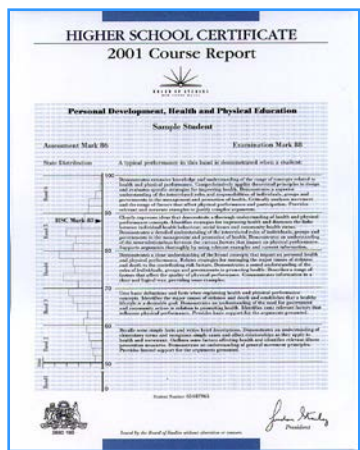
Your Higher School Certificate shows:

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



Record of School Achievement

Your Record of Achievement is a statement of Preliminary Courses completed and examination marks, moderated assessment marks and Level of Performance for HSC courses completed.



Course Reports

The Course report will show:

- * your school assessment mark;
- * your examination mark;
- * your HSC mark [the average of your assessment and examination marks];
- * the performance band with a description of what a typical student knows and can do at that level of achievement; and
- * a graph showing where your mark lies in relation to all candidates' marks or the course.

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

If you have completed requirements for one or more NESA Developed Life Skills Courses, you will also receive a **Profile of Student Achievement**.

GEORGES RIVER COLLEGE, OATLEY SENIOR CAMPUS HSC ASSESSMENT POLICY

The School Assessment Policy - Rationale

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

It is designed to:

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

SCHOOL ASSESSMENT TASK 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 Task Committee is final. The upholding of an appeal must not be assumed.

Student Responsibilities

1. Student Responsibilities

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

Students are required to:

- read carefully each faculty assessment program 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, eg, assignment, test, project, etc.
- sit for tasks **at the time** specified on the assessment program
- 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 programs

- 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 8.40am.
- Submit the task in person. Under normal circumstances the school will not accept tasks delivered via email or fax.

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 assessment appeal and produce a doctor's 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. The Half Yearly and Trial HSC Examination

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

- An Appeal Form must be submitted for any task missed.
- A doctor's 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 doctor's 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 attained 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 be prepared to demonstrate that they are prepared for any task that involves the delivery of a speech or demonstration of a concept on the due date as per the task notification.

A transcript or summary of the speech must be submitted on the due date and students should be prepared to present the task on this day. Failure to submit the transcript or do the speech when requested will be considered a non-attempt and a mark of zero will be awarded.

HSC ASSESSMENT PROGRAM

THE ILLNESS AND MISADVENTURE PROCESS

6. 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 Appeal / Deferred Exam” 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 appeal form must be fully completed and be accompanied by a medical certificate (in case of illness) or other supporting documentation (in case of misadventure).
- An appeal form must be lodged with the Deputy Principal within 2 days of return to school after a task or the due date for a hand in task has been missed, or where special consideration is sought. Any appeal lodged after this time will NOT be accepted, except under special circumstances as determined by the Deputy Principal or the Principal.
- No application for appeal will be accepted after a task has been marked and returned.

7. 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.

Doctor’s 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.

8. 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 Task Committee (Deputy Principal, in consultation with the Principal).

It is NOT automatic that your appeal will be accepted. You should contact the HSC Assessment Coordinator if you have any queries regarding your appeal.

- Appeals for missed tasks must be lodged **within 2 days** of the task.
- Appeals will NOT be considered after results have been returned unless the circumstances are considered to be acceptable.
- A record of all students who have missed tasks will be kept by the HSC Assessment Coordinator.

9. 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 Task Committee for a missed task, the **Head Teacher** may:

- Authorise an alternative task be given as soon after the student's return to school as is reasonable and practicable
- Grant an extension of time (in the case of a hand in task)
- Determine an alternative procedure in consultation with the HSC Assessment Task 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.

10. When an alternative task cannot be given

If an alternative task cannot be given after the appeal for a missed assessment task has been upheld, a mark will be allocated by the Head Teacher **with the approval of the Principal only**.

This is usually calculated mathematically at the end of the HSC Course.

11. 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.

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

If a student is awarded 0 marks for the equivalent of 50% of the total assessment mark for a subject, because these tasks have been missed, the Principal cannot certify that the course has been satisfactorily studied.

In this case the course will not be included in the HSC results. This may mean that the students will not be eligible for the award of a Higher School Certificate, as a minimum of 10 units must be satisfactorily presented, two of these units must include English.

13. 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 Appeal 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.

14. Policy for estimating marks for assessment task

When will an estimate be used?

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

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

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

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

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

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

15. Rules for Examinations

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

A list of examination rules is provided in Appendix B.

HSC ASSESSMENT PROGRAM FREQUENTLY ASKED QUESTIONS

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

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

17. 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 and Misadventure Appeal Form from the Deputy Principal. **You must also see the Head Teacher for that subject by 8.40 am 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 assessment is a hand in task, the task must be handed in before **8.40 am** on the day of return.

Important: If assessment is a hand in task, the task must be handed in **before 8.40 am** on the day of return. 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 doctor's 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.

18. 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, immediately prior to your return to school. An Appeal Form and the doctor's certificate must be presented to the Deputy Principal on the *first day back to school*

19. 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 Appeal Form from the office
- 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 Appeal Form (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 Assessment Coordinator.

20. 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.
- Students who are taken ill during a task may apply for consideration by submitting an Appeal Form.
- 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 appeal 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.

21. 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
- consult with the Head Teacher of the subject involved in advance
- negotiate a new date for the task. This will usually be before the date scheduled for the task
- submit an Assessment Appeal to the Deputy Principal **in advance** of the absence. You should supply all the necessary details, including a letter from your parent or guardian and a medical certificate where appropriate.

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, scheduled hospitalisation).

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: from the beginning of 2015 family holidays and travel are no longer considered by the Department of Education under Exemption of School Procedures. The Department of Education encourages families to travel during school holidays.

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

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

- telephone the school to let the Deputy Principal or Head Teacher know of your absence
- **on the day of return**, collect an HSC Assessment Appeal 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 HSC Assessment Coordinator

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

23. 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 and Misadventure Appeal 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.

24. 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 disk or working drafts printed during the preparation of the task.
- 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.

25. 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.

26. 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.

27. What if I am late for the 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 Appeal 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.

28. 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 Appeal 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 Appeal 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.

29. 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.

30. What if I am repeating Year 12?

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

HSC ASSESSMENT PROGRAM MALPRACTICE POLICY

31. What is malpractice?

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

Examples of malpractice would include:

- Submitting work prepared by another person 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 plagiarized. 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 relevant information in their possession or visible or accessible during a test
- Using a programmable calculator during a test (General 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 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.

32. What are the consequences of 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.

33. 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 completing an Illness and Misadventure Form, AND / OR
- Deliberately misses lessons (including missing events such as sports carnivals where a commitment has been made to attend) 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.

34. Working on tasks during the lesson of other subjects

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

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

HSC ASSESSMENT PROGRAM NON-SERIOUS ATTEMPT POLICY

35. Completion of HSC internal assessment tasks

The NSW Education Standards Authority (NESA) expects students to attempt all assessment tasks set. The **minimum requirement** is that the student must make a genuine attempt at assessment tasks that contribute **in excess of 50 per cent** of available tasks in the course. A student who does not comply with the assessment requirements and receives a **non-completion determination** in a course will have neither an assessment mark or 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 thought / effort, which is generally incomplete or which contains frivolous or objectionable material. Where a teacher and Head Teacher have deemed a student to have made a non-serious attempt, a mark of zero will be awarded. The matter will be referred to the School Assessment Committee and an ‘n’ warning letter will be sent to reflect that the student has not seriously attempted the assessment task.

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

HSC ASSESSMENT PROGRAM NESA “N” DETERMINATION WARNING POLICY

36. 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.

37. 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.

38. 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; 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, eg incomplete class work, homework or bookwork.
- Faculty, eg 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.

39. 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.

40. 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.

41. 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.

42. 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

YEAR: 11 / 12

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

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

3. Evidence attached:

Illness: Doctor's Certificate Other

Misadventure: Report from Teacher Letter from parent/caregiver Other

Comment on how you were affected: _____

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

1. I request permission to do the exam/hand in the assessment task at a later date due to the reasons above.

2. 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: / /

6. HT ADMIN TO COMPLETE

For DEFERRED EXAMS ONLY

Exam rescheduled for _____

Student informed in writing

HT Admin's signature: _____

Date: / /

5. DEPUTY PRINCIPAL TO COMPLETE

Please grant an extension.

Please estimate and adjust if appropriate.

Not approved because _____

DP 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.

Yur 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: RISC Entry	→	Attention:
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Section A

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

Diagnosis of medical condition : _____

Date of onset of illness: _____

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

Please describe how the student's condition/symptoms could affect their examination performance. It is essential that you provide full details in the space provided or on additional sheet(s) and attach them to the application(s).

Any other comments or information which may assist in the assessment of the student's appeal.
(If there is not enough space, please attach additional sheet(s)).

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

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

Profession: _____ Place of work/organisation: _____

Address: _____

Contact phone: _____ Signed: _____ Date: _____

Section B

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

Date of misadventure event: _____

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

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

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

Description of event: _____

Name: _____

Profession: _____ Place of work/organisation: _____

Address: _____

Contact Phone: _____ Signed: _____ Date: _____

Appeals Due to Illness or Misadventure

Information Guide for Students

The Assessment Task / Misadventure Appeal program assists students who:

A. are prevented from attending an examination (including a practical examination) due to illness or unforeseen misadventure,

or

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

If either of the above categories applies to you, you will need to complete an Illness / Misadventure Appeal form. It is important to read the complete Assessment policy issued to all students and also in your student study planner. Students must be aware of what to do in terms of absence on the day of an assessment task.

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

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

Obtain the necessary documentation e.g. 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

On the first day of your return, immediately see Head Teacher or Teacher of the task that you missed to arrange time to complete the task. Be prepared to do the task on the day of your return.

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

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

Submit supporting documentation.

B/ Performance in an Assessment Task

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

Report to Deputy Principal to obtain Illness / Misadventure application.

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

Complete section A or B on back of form.

Please note:

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

Appendix B

Examination Rules

FULL SCHOOL UNIFORM MUST BE WORN TO ALL EXAMS.

STUDENTS MUST PRESENT WITH THEIR STUDENT ID CARD.

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

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

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

Appendix C

A 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 a common language and consistent meaning in the Higher School Certificate documents. Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

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

YEAR 12 ASSESSMENT CALENDAR

Term 4, 2017

Monday 9th October – Friday 15th December 2017

WEEK beginning	SUBJECTS ASSESSED	Wednesday Session 1
1 9/10		A
2 16/10		B
3 23/10		A
4 30/10		B
5 6/11		A
6 13/11	Physics , SLR	B PDHPE
7 20/11	CAFS, IPT, Legal Studies (Fri S4)	A Mathematics, Mathematics General 2
8 27/11	Dance, Design & Technology, Economics, Food Technology, French Beginners, Industrial Technology (Electronics & Timber), Italian Beginners, Japanese Beginners & Continuers, Modern Greek, Senior Science, Textiles and Design	B Chemistry Ancient History
9 4/12	Drama, English Advanced, ESL, English Standard, English Studies, Geography, History Extension, Mathematics Ext 1, Mathematics General 1, Music (1&2), Software Design & Development,	A Business Studies
10 11/12	Drama, Engineering Studies, English Ext 1, English Ext 2, Mathematics Ext 2, Modern History, Society & Culture	B
11 18/12	ASSESSMENT FREE HOLIDAYS	A

YEAR 12 ASSESSMENT CALENDAR

Term 1, 2018

Tuesday 30th January – Friday 16th April

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

WEEK beginning	SUBJECTS ASSESSED	Wednesday Session 1
1 29/1 (29 th SDD)		B
2 5/2	Biology	A
3 12/2		B
4 19/2	Earth & Environmental Science, Visual Arts	A
5 26/2	Music 1	B
6 5/3	Ancient History, Ceramics, Design & Technology, English Advanced, ESL, English Standard, English Studies, Industrial Technology (Electronics & Timber), Information Processes & Technology , Software Design & Development, Textiles & Design,	A
7 12/3	Semester 1 exams for all Science courses and Mathematics and Mathematics General Engineering Studies, French Beginners (+Week 8), Italian Beginners (+ Week 8), Modern Greek (+ Week 8)	B Mathematics, Mathematics General
8 19/3	Drama, Food Technology, Geography, Japanese Beginners & Continuers (+ Week 9), Legal Studies (Fri S4), Mathematics Ext 1, Mathematics General 1, Modern History (Mon S1), PDHPE	A
9 26/3 (Good Friday 30/3)	Economics, English Ext 1, Mathematics Ext 2, Society & Culture	B Business Studies
10 3 / 4 (Tues)	Drama, Music 2, English Ext 2	A
11 9/4		B

YEAR 12 ASSESSMENT CALENDAR Term 2, 2018

Tuesday 1st May – Friday 6 July

WEEK beginning	SUBJECTS ASSESSED	Wednesday Session 1
1 30/4 30 th SDD		A
2 7/5		B
3 14/5	Ceramics, Information Processes & Technology , Physics, SLR, Visual Arts	A
4 21/5	Biology, Community & Family Studies, Dance, Design & Technology, ESL, Music Ext 1	B
5 28/5	Business Studies, Senior Science	A
6 4/6	Ancient History, Drama, Geography, Music 2, Visual Arts	B English Advanced, English Standard
7 11/6	Chemistry, Engineering Studies, English Studies, French Beginners, Italian Beginners, Modern Greek, Modern History, Society & Culture, Software Design & Development,	A
8 18/6	Ceramics, Drama, Economics, Food Technology, Industrial Technology (Electronics & Timber), Japanese Beginners & Continuers (+ Week 9), Textiles & Design,	B Mathematics, Mathematics General
9 25/6	Dance, English Ext 1, English Ext 2, Mathematics Ext 1, Mathematics General 1, Music 1, PDHPE, SLR	A
10 2/7	Drama, English Advanced, ESL, English Standard, Mathematics Ext 2,	B Legal Studies
	Homework Free Holidays - Major Work Focus and Trial Preparation	

YEAR 12 ASSESSMENT CALENDAR

Term 3, 2018

Tuesday 24th July – Friday 28th September

WEEK beginning	SUBJECTS ASSESSED		Wednesday Session 1
1 24/7 (23th SDD)	Dance Trial HSC Earth and Environmental Science		A
2 30/7	Community & Family Studies		B
3 6/8	TRIAL HSC EXAMS (CAPA) Ceramics (Major Project), English Studies (Speech), History Extension, Music (1 & 2), Visual Arts (Major Work)		A
4 13/8	TRIAL HSC EXAMS	Higher School Certificate Practical Exams (Dance/Drama) and Major Works due	B
5 20/8	TRIAL HSC EXAMS		A
6 27/8	TRIAL HSC EXAMS		B
7 3/9	ASSESSMENT FREE WEEK	Drama HSC Practical Examinations	A
8 10/9	ASSESSMENT FREE WEEK	Music HSC Practical Examinations	B
9 17/9	ASSESSMENT FREE WEEK	Music HSC Practical Examinations	A
10 24/9	ASSESSMENT FREE WEEK		B



GRC Oatley Senior Campus

2018

**ENGLISH
HSC
Assessment
Schedules**

Revised and updated 28 August 2017

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

HIGHER SCHOOL CERTIFICATE

2018 ASSESSMENT SCHEDULE

COURSE: ENGLISH - ADVANCED (2 UNIT)

Components	Weighting %	TASK 1 AOS Term 4 Week 9 Speaking / Listening	TASK 2 Mod. C Term 1 Week 6 Viewing / listening / writing	TASK 3 Mod. B Term 2 Week 6, Wed S1 Writing / reading	TASK 4 Mod. A Term 2 Week 10 Reading/ Representing/ Writing	TASK 5 Term 3 Exam Period Trial HSC Examination
Area of study	40	15	10			15
Electives	60		15	15	15	15
MARKS	100	15	25	15	15	30
Outcomes Assessed		H 1, 2, 3, 6, 8, 9, 11, 13	H 1, 2, 3, 5, 7, 8, 9, 10, 12	H 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13	H 1, 2, 3, 5, 7, 8, 9, 10, 12	H 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13

Language modes to be assessed:

Listening	15%
Speaking	15%
Reading	25%
Writing	30%
Viewing/representing	15%

Course Outcomes:

- H1 A student explains and evaluates the effects of different contexts of responders and composers on texts.
- H2 A student explains relationships among texts..
- H2A A student recognises different ways in which particular texts are valued.** (Advanced only)
- H3 A student develops language relevant to the study of English.
- H4 A student explains and analyses the ways in which language forms and features, and structures of texts shape meaning and influence responses.
- H5 A student explains and evaluates the effects of textual forms, technologies and their media of production on meaning.
- H6 A student engages with the details of text in order to respond critically and personally.
- H7 A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts.
- H8 A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.
- H9 A student evaluates the effectiveness of a range of processes and technologies for various learning purposes including the investigation and organisation of information and ideas.
- H10 A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences.
- H11 A student draws upon the imagination to transform experience and ideas into text, demonstrating control of language.
- H12 A student reflects on own processes of responding and composing.
- H12A A student explains and evaluates different ways of responding to and composing text.** (Advanced only)
- H13 A student reflects on own processes of learning.

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

HIGHER SCHOOL CERTIFICATE

2018 ASSESSMENT SCHEDULE

COURSE: ENGLISH – ENGLISH AS A SECOND LANGUAGE (2 UNIT)

Components	Weighting %	TASK 1 Term 4 Week 8 Speaking / Writing	TASK 2 Term 1 Week 6 Listening / Speaking / Writing	TASK 3 Term 2 Week 4 Reading / Writing	TASK 4 Term 2 Week 10 Viewing	TASK 5 Term 3 Exam Period Trial HSC Examination
Area of study	50		25		15	10
Electives	50	15		15		20
MARKS	100	15	25	15	15	30
Outcomes Assessed		H 4-7, 9-11, 13-14	H 1-4, 6-9, 11-14	H 4-7, 9-11, 13-14	H 1-4, 6-9, 11-14	All

Language Modes to be assessed:

Listening	20%
Speaking	20%
Viewing/Representing	15%
Reading	20%
Writing	25%

Course Outcomes:

- H1 A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning.
- H2 A student describes and explains different relationships among texts
- H3 A student demonstrates understanding of cultural reference in texts.
- H4 A student uses language relevant to the study of English.
- H5 A student demonstrates understanding of how audience and purpose affect the language and structure of texts.
- H6 A student interprets texts using key language patterns and structural features.
- H7 A student analyses the effect of technology meaning.
- H8 A student adapts a variety of textual forms to different purposes, audiences and contexts, in all modes.
- H9 A student engages with the details of text in order to develop a considered and informed personal response.
- H10 A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.
- H11 A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences.
- H12 A student draws upon the imagination to transform experience and ideas into text, demonstrating control of language.
- H13 A student reflects on own processes of responding and composing.
- H14 A student reflects on own processes of learning, especially on the effects of their expanding knowledge and skills in English.

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

HIGHER SCHOOL CERTIFICATE

2018 ASSESSMENT SCHEDULE

COURSE: ENGLISH – EXTENSION 1 (1 UNIT)

Components	Weighting	TASK 1 Term 4 Week 10 Speaking / Listening	TASK 2 Term 1 Week 9 Research Related	TASK 3 Term 2 Week 9 Viewing	TASK 4 Term 3 Exam Period Trial HSC Examination
1, 2	50	10	10	15	15
MARKS		25	25	50	50
Outcomes Assessed		H1-4	H1-4	H1-4	H1-4

Components to be assessed:

Weight:

Knowledge and understanding of complex texts and of how and why they are valued

25

Skills in:

Complex analysis

Sustained composition

Independent investigation

25

Course Outcomes:

EX1 A student distinguishes and evaluates the values expressed through texts.

EX2 A student explains different ways of valuing texts.

EX3 A student composes extended texts.

EX4 A student develops and delivers sophisticated presentations.

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

HIGHER SCHOOL CERTIFICATE

2018 ASSESSMENT SCHEDULE

COURSE: ENGLISH – EXTENSION 2 (1 UNIT)

Components	Weighting	TASK 1 Term 4 Week 10 Viva Voce	TASK 2 Term 1 Weeks 10 Report	TASK 3 Term 2 Week 9 Draft MW / Reflection
1, 2	50	10	15	25
MARKS		10	15	25
Objectives		EXX1, 2	EXX1, 2	EXX1, 2

Objectives:

Skills in extensive independent investigation

Skills in sustained composition

Course Outcomes:

EXX1 A student develops and presents an extended composition that demonstrates depth, insight, originality and skills in independent investigation.

EXX2 A student reflects on and documents own process of composition.

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

HIGHER SCHOOL CERTIFICATE

2018 ASSESSMENT SCHEDULE

COURSE: ENGLISH - STANDARD (2 UNIT)

Components	Weighting %	TASK 1 Term 4 Week 9 Speaking / Listening	TASK 2 Mod. B Term 1 Week 6 Viewing / Writing / Reading	TASK 3 Mod. C Term 2 Week 6, Wed S1 Reading / Writing	TASK 4 Mod. A Term 2 Week 10 Listening / Representing / Writing	TASK 5 Term 3 Exam Period Trial HSC Examination
Area of study	40	15	10			15
Electives	60		15	15	15	15
MARKS	100	15	25	15	15	30
Outcomes Assessed		H 1, 2, 3, 6, 8, 9, 11, 13	All	H 3, 4, 5, 6,7, 8, 9, 10, 12	H 3, 4, 5, 6,7, 8, 9, 10, 12	All

Language Modes to be assessed:

Listening	15%
Speaking	15%
Reading	25%
Writing	30%
Viewing/Representing	15%

Course Outcomes:

- H1 A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning.
- H2 A student demonstrates understanding of the relationships among texts
- H3 A student develops language relevant to the study of English
- H4 A student describes and analyses the ways that language forms and features, and structures of texts shape meaning and influence responses.
- H5 A student analyses the effect of technology and medium on meaning
- H6 A student engages with the details of text in order to respond critically and personally
- H7 A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts.
- H8 A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives
- H9 A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas
- H10 A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences
- H11 A student draws upon the imagination to transform experience and ideas into text, demonstrating control of language
- H12 A student reflects on own processes of responding and composing
- H13 A student reflects on own processes of learning

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

HIGHER SCHOOL CERTIFICATE

2018 ASSESSMENT SCHEDULE

COURSE: ENGLISH STUDIES (2 UNIT)

Components	Weighting %	TASK 1 Term 4 Week 9 PowerPoint	TASK 2 Term 1 Week 6	TASK 3 Term 2 Week 7 Research	TASK 4 Term 3 Week 1-2 Speech
Knowledge and understanding of texts	30	5	10	10	5
Skills in reading, listening, viewing and in writing, speaking, representing	30	10	10	5	5
Use of language according to purpose, audience and context	25		10	10	5
Planning and working individually and collaboratively	15	5		5	5
MARKS	100	20	30	30	20
Outcomes Assessed		H1.1-1.4, 2.1-2.3, 4.1, 4.2	H1.1-1.4, H2.1-2.3, H3.1-3.2	All	All

Course Outcomes:

- H1.1 analyses extended and short texts in a range short texts in a range of forms to gain knowledge, understanding and appreciation of how English is used to convey meaning
- H1.2 explains the ideas and values of the texts.
- H1.3 explains how language and other techniques are used to convey meaning in extended and short texts in a range of forms.
- H1.4 produces a range of texts that demonstrate knowledge, understanding and skills gained in conveying meaning through language and other techniques.
- H2.1 Comprehends sustained, written, spoken and multi-modal texts at an appropriate level to enrich their personal lives and to provide a sound basis for current future education, careers and citizenship.
- H2.2 Demonstrates further development of skills in expression in English at an appropriate level of accuracy and fluency to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship.
- H2.3 Demonstrates skills in using the language conventions of a variety of textual forms, including literary texts, informative texts and texts for vocational contexts.
- H3.1 Recognises a range of purposes for and contexts in which language is used and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those purposes.
- H3.2 Recognises a range of audiences and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences.
- H4.1 Plans and organises to complete tasks or projects, both individually and collaboratively.
- H4.2 Works effectively, both as an individual and within a group, to research, select, organise and communicate information and ideas related to a variety of topics.



GRC Oatley Senior Campus

2018

MATHEMATICS HSC Assessment Schedules

Revised and updated 28 August 2017

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GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

HIGHER SCHOOL CERTIFICATE

2018 ASSESSMENT SCHEDULE

COURSE: MATHEMATICS (2 UNIT)

Course Components	Weighting %	TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 7 Formal Assignment	Term 1 Week 7 Half-yearly exam	Term 2 Week 7 Open book test	Term 3 Exam Period Trial HSC Examination
Quadratic Polynomial Locus and the Parabola Geometric Applications of Calculus	20	20			
Probability Geometric Applications of the Calculus Integration A maximum of 20% of the paper may be based on the Preliminary Course	30		30		
Exponential and Logarithmic Functions Sequences and Series Trigonometric Functions	20			20	
HSC Course A maximum of 20% of the paper may be based on the Preliminary Course	30				30
MARKS	100	20	30	20	30
Outcomes assessed		P4, 5, 6, 7, 8	H5, 6, 7, 8, 9	H3, 4, 5, 9	H1-9, P1-8

Course Outcomes:

- P1 demonstrates confidence in using mathematics to obtain realistic solutions to problems.
- P2 provides reasoning to support conclusions which are appropriate to the context.
- P3 performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities.
- P4 chooses and applies appropriate arithmetic, algebraic, graphical, trigonometric and geometric techniques.
- P5 understands the concept of a function and the relationship between function and its graph
- P6 relates the derivative of a function to the slope of its graph
- P7 determines the derivative of a function through routine application of the rules of differentiation
- P8 understands and uses the language and notation of calculus
- H1 seeks to apply mathematical techniques to problems in a wide range of practical contexts
- H2 constructs arguments to prove and justify results
- H3 manipulates algebraic expressions involving logarithmic and exponential functions
- H4 expresses practical problems in mathematical terms based on simple given models
- H5 applies appropriate techniques from the study of calculus, geometry, probability, trigonometry and series to solve problems
- H6 uses the derivative to determine the features of the graph of a function
- H7 uses the features of a graph to deduce information about the derivative
- H8 uses techniques of integration to calculate areas and volumes
- H9 communicates using mathematical language, notation, diagrams and graphs

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

HIGHER SCHOOL CERTIFICATE

2018 ASSESSMENT SCHEDULE

COURSE: MATHEMATICS GENERAL 2 (2 UNIT)

Course components	Weighting %	TASK 1 Term 4 Week 7 Assignment Investigation	TASK 2 Term 1 Week 7 Half-yearly exam	TASK 3 Term 2 Week 7 Open-book test	TASK 4 Term 3 Exam Period Trial HSC Examination
Similarity, scale and right-angled triangles Further application of area and volume	20	20			
Application of trigonometry Further applications of area and volume Further algebraic skills and techniques Modelling linear and non-linear relationships Spherical geometry	30		30		
Annuities & loan repayments Multi-stage events and applications of probability Interpreting sets of data Normal distribution Sampling and populations Mathematics and health-body measurements Mathematics and health-medications	20			20	
HSC Course The Preliminary Course, including the Focus Studies, will be assumed knowledge for this examination	30				30
MARKS	100	20	30	15	30
Outcomes assessed		MGP 2, 3, 4, MGP2H 4, 5, MG2H - 10	MG2H 1, 3, 4, 5, 6, 9, 10	MG2H 1 - 10	MGP 1 – 11, MGH 1 - 11

Course Outcomes:

- MGP1 uses mathematics and statistics to compare alternative solutions to contextual problems
- MGP2 represents information in symbolic, graphical and tabular form
- MGP3 represents the relationship between changing quantities in algebraic and graphical form
- MGP4 performs calculations in relation to two-dimensional and three-dimensional figures
- MGP5 demonstrates awareness of issues in practical measurement, including accuracy, and the choice of relevant units
- MGP6 models financial situations relevant to the student's current life using appropriate tools
- MGP7 determines an appropriate form of organisation and representation of collected data
- MGP8 performs simple calculations in relation to the likelihood of familiar events
- MGP9 uses appropriate technology to organise information from the limited range of practical and everyday contexts
- MGP10 justifies a response to a given problem using appropriate mathematical terminology

- MG2H1 uses mathematics and statistics to evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MG2H2 analyses representations of data in order to make inferences, predictions and conclusions
- MG2H3 makes predictions about situations based on mathematical models, including those involving cubic, hyperbolic or exponential functions
- MG2H4 analyses two-dimensional and three-dimensional models to solve practical problems, including those involving spheres and non-right-angled triangles
- MGH2H5 interprets the results of measurements and calculations and makes judgements about reasonableness, including the degree of accuracy and of measurements and calculations and the conversion to appropriate units
- MG2H6 makes informed decisions about financial situations, including annuities and loan repayments.
- MG2H7 answers questions requiring statistical processes, including the use of the normal distribution, and the correlation of bivariate data
- MG2H8 solves problems involving counting techniques, multistage events and expectation
- MG2H9 chooses and uses appropriate technology to locate and organise information from a range of contexts
- MP2H10 uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating a position clearly to others, and justifies a response.

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

HIGHER SCHOOL CERTIFICATE

2018 ASSESSMENT SCHEDULE

COURSE: MATHEMATICS – EXTENSION 1 (1 UNIT)

Course Components	Weighting %	TASK 1 Term 4 Week 9 Formal assignment	TASK 2 Term 1 Week 8 In-class test	TASK 3 Term 2 Week 9 Open-book test	TASK 4 Term 3 Exam Period Trial HSC Examination
Parametric equations Binomial Theorem	20	20			
Further curve sketching Integration using substitution Estimation of roots Binomial Theorem	30		30		
Mathematical induction Integration of $\sin^2 x$ and $\cos^2 x$ Inverse Functions	20			20	
HSC Course A maximum of 20% of the paper may be based on the Preliminary Course	30				30
MARKS	100	20	30	20	30
Outcomes assessed		PE 3, 4, 5, 6, HE 3	HE 3, 4, 6	HE 2, 4, 6	P1-8, HE 1-7

Course Outcomes:

- PE1 appreciates the role of mathematics in the solution of practical problems
- PE2 uses multi-step deductive reasoning in a variety of contexts
- PE3 solves problems involving permutations and combinations, inequalities, polynomials, circle geometry and parametric representations
- PE4 uses the parametric representation together with differentiation to identify geometric properties of parabolas
- PE5 determines derivatives which require the application of more than one rule of differentiation
- PE6 makes comprehensive use of mathematical language, diagrams and notation for communicating in a wide variety of situations

- HE1 appreciates interrelationships between ideas drawn from different areas of mathematics
- HE2 uses inductive reasoning in the construction of proofs
- HE3 uses a variety of strategies to investigate mathematical models of situations involving binomial probability, projectiles, simple harmonic motion, or exponential growth and decay
- HE4 uses the relationship between functions, inverse functions and their derivatives
- HE5 applies the chain rule to problems including those involving velocity and acceleration as functions of displacement
- HE6 determines integrals by reduction to a standard form through a given substitution
- HE7 evaluates mathematical solutions to problems and communicates them in an appropriate form

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

HIGHER SCHOOL CERTIFICATE

2018 ASSESSMENT SCHEDULE

COURSE: MATHEMATICS – EXTENSION 2 (2 UNIT)

Components	Weighting %	TASK 1 Term 4 Week 10 Test	TASK 2 Term 1 Week 9 In-class test	TASK 3 Term 2 Week 10 Open-book test	TASK 4 Term 3 Exam Period Trial HSC Examination
Complex numbers Harder 3 unit topics	20	20			
Graphs Complex numbers Polynomials Harder 3 unit topics	30		30		
Conics Volumes Integration Harder 3 unit topics	20			20	
HSC Course	30				30
MARKS	100	20	30	20	30
Outcomes assessed		E 2, 3, 4, 9	E 2, 3, 4, 6, 9	E 2, 7, 8, 9	E 1-9

Course Outcomes:

- E1 appreciates the creativity, power and usefulness of mathematics to solve a broad range of problems.
- E2 chooses appropriate strategies to construct arguments and proofs in both concrete and abstract settings
- E3 uses the relationship between algebraic and geometric representations of complex numbers and of conic sections
- E4 uses efficient techniques for the algebraic manipulation required in dealing with questions such as those involving conic sections and polynomials
- E5 uses ideas and techniques from calculus to solve problems in mechanics involving resolution of forces, resisted motion and circular motion
- E6 combines the ideas of algebra and calculus to determine the important features of the graphs of a wide variety of functions
- E7 uses the techniques of slicing the cylindrical shells to determine volumes
- E8 communicates abstract ideas and relationships using appropriate notation and logical argument.

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

HIGHER SCHOOL CERTIFICATE

2018 ASSESSMENT SCHEDULE

COURSE: MATHEMATICS GENERAL 1 (2 UNIT)

Course components	Weighting %	TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9 Assignment / investigation	Term 1 Week 8 In-class test	Term 2 Week 9 In Class Project	Term 3 Exam Period Trial HSC Examination
Further applications of area and volume Mathematics and design	20	20			
Further applications of area and volume Further algebraic skills Modelling with functions Credit cards Multi stage events and applications of probability Interpreting sets of data Working with statistics Focus study: Mathematics and Design	30		30		
Focus study: Mathematics and Household Finance Focus study: Mathematics and the Human Body	20			20	
Focus Study: Mathematics and Personal Resource Usage HSC Course	30				30
MARKS	100	20	30	20	30
Outcomes assessed		MG1H 3, 4, 5, 9, 10	MG1H 1-5, 7, 9, 10	MG1H 1-6, 9, 10	MG1H 1- 10

Course Outcomes:

- MG1H1 uses mathematics and statistics to evaluate and construction arguments in a range of familiar contexts
- MG1H2 analyses representations of data in order to make predictions
- MG1H3 makes predictions about everyday situations based on simple mathematical models
- MG1H4 analyses simple two-dimensional and three-dimensional models to solve practical problems
- MG1H5 interprets the results of measurements and calculations and makes judgements about reasonableness, including the conversion to appropriate units
- MG1H6 makes informed decisions about financial situations likely to be encountered post-school
- MG1H7 develops and carries out simple statistical processes to answer questions posed
- MG1H8 solves problems involving uncertainty using basic counting techniques
- MG1H9 chooses and uses appropriate technology to locate and organise information from a range of practical and everyday contexts
- MG1H10 uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating a position clearly to others



GRC Oatley Senior Campus

2018

**SCIENCE
HSC
Assessment
Schedules**

Revised and updated 28 August 2017

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GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

HIGHER SCHOOL CERTIFICATE

2017 ASSESSMENT SCHEDULE

COURSE: BIOLOGY (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
Components	Weighting %	Term 1 Week 2 Content Area 9.2 Maintaining a Balance	Term 1 Exam Period Content Area 9.2 Maintaining a Balance 9.3 Blueprint for Life	Term 2 Week 4 Content Area 9.2 Maintaining a Balance 9.3 Blueprint for Life	Term 3 Exam Period Content Area All core and option modules
		Open-ended investigation	Semester 1 examination	Practical assessment	Trial HSC examination
Knowledge & understanding	40		10	5	25
Conducting first-hand investigations and communication based on these	30	15		15	
Scientific thinking, problem-solving and communication	30	10	5	5	10
MARKS	100	25	15	25	35
Outcomes Assessed		H11, 12, 13, 14, 15, 16	H1-10, 13, 14	H11, 12, 13	H1-10, 13, 14

Course Outcomes:

- H1 evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking
- H2 analyses the ways in which models, theories and laws in biology have been tested and validated
- H3 assesses the impact of particular advances in biology on the development of technologies
- H4 assesses the impacts of applications of biology on society and the environment
- H5 identifies possible future directions of biological research
- H6 explains why the biochemical processes that occur in cells are related to macroscopic changes in the organism
- H7 analyses the impact of natural and human processes on biodiversity
- H8 evaluates the impact of human activity on the interactions of organisms and their environment
- H9 describes the mechanisms of inheritance in molecular terms
- H10 describes the mechanisms of evolution and assesses the impact of human activity on evolution
- H11 justifies the appropriateness of a particular investigation plan
- H12 evaluates ways in which accuracy and reliability could be improved in investigations
- H13 uses terminology and reporting styles appropriately and successfully to communicate information and understanding
- H14 assesses the validity of conclusions from gathered data and information
- H15 explains why an investigation is best undertaken individually or by a team
- H16 justifies positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

HIGHER SCHOOL CERTIFICATE

2018 ASSESSMENT SCHEDULE

COURSE: CHEMISTRY (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
Components	Weighting %	Term 4 Week 8 Content Area 9.3 The Acidic Environment	Term 1 Exam Period Content Area 9.2 Production of Materials 9.3 Acidic Environment	Term 2 Week 7 Content Area 9.3 The Acidic Environment 9.4 Chemical Monitoring & Management	Term 3 Exam Period Content Area All core and option modules
		Open-ended investigation	Semester 1 Examination	Practical Assessment	Trial HSC examination
Knowledge & understanding	40	5	10		25
Conducting first-hand investigations and communication based on these	30	10		20	
Scientific thinking, problem-solving and communication	30	10	5	5	10
MARKS	100	25	15	25	35
Outcomes Assessed		H11, 12, 13, 14, 15, 16	H1-10, 13, 14	H11, 12, 13	H1-10, 13, 14

Course Outcomes:

- H1 evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking
- H2 analyses the ways in which models, theories and laws in chemistry have been tested and validated
- H3 assesses the impact of particular advances in chemistry on the development of technologies
- H4 assesses the impacts of applications of chemistry on society and the environment
- H5 identifies possible future directions of chemistry research
- H6 explains reactions between elements and compounds in terms of atomic structures and periodicity
- H7 describes the chemical basis of energy transformations in chemical reactions
- H8 assesses the range of factors which influence the type and rate of chemical reactions
- H9 describes and predicts reactions involving carbon compounds
- H10 analyses stoichiometric relationships
- H11 justifies the appropriateness of a particular investigation plan
- H12 evaluates ways in which accuracy and reliability could be improved in investigations
- H13 uses terminology and reporting styles appropriately and successfully to communicate information and understanding
- H14 assesses the validity of conclusions from gathered data and information
- H15 explains why an investigation is best undertaken individually or by a team
- H16 justifies positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

HIGHER SCHOOL CERTIFICATE

2018 ASSESSMENT SCHEDULE

COURSE: EARTH AND ENVIRONMENTAL SCIENCE (2 UNIT)

Components	Weighting %	TASK 1	TASK 2	TASK 3	TASK 4
		Term 1 Week 4 Content Area Option: Introduced species	Term 1 Exam Period Content Area 9.2 Tectonic Impacts 9.3 Environments through time	Term 3 Week 1 Content Area 9.4 Caring for Country	Term 3 Exam Period Content Area
		Open-ended investigation	Semester 1 examination	Practical assessment	Trial HSC examination
Knowledge & understanding	40	5	10		25
Conducting first-hand investigations and communication based on these	30	10		20	
Scientific thinking, problem-solving and communication	30	10	5	5	10
MARKS	100	25	15	25	35
Outcomes Assessed		H11, 12, 13, 14, 15, 16	H1-10, 13, 14	H11, 12, 13	H1-10, H13, 14

Course Outcomes:

- H1 evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking
- H2 analyses the ways in which models, theories and laws in Earth and Environmental Science have been tested and validated
- H3 assesses the impact of particular advances in Earth and Environmental Science on the development of technologies
- H4 assesses the impacts of applications of Earth and Environmental Science on society and the environment
- H5 identifies possible future directions of Earth and Environmental Science research
- H6 evaluates the use of the Earth's resources
- H7 biological, physical and chemical evidence of the evolving Australian and world environments
- H8 describes models which can be used to explain changing environmental conditions during the evolution of Australia and other continents
- H9 evaluates the impact of resources utilisation on the Australian environment
- H10 assesses the effects of current pressures on the Australian environment
- H11 justifies the appropriateness of a particular investigation plan
- H12 evaluates ways in which accuracy and reliability could be improved in investigations
- H13 uses terminology and reporting styles appropriately and successfully to communicate information and understanding
- H14 assesses the validity of conclusions from gathered data and information
- H15 explains why an investigation is best undertaken individually or by a team
- H16 justifies positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

HIGHER SCHOOL CERTIFICATE

2018 ASSESSMENT SCHEDULE

COURSE: PHYSICS (2 UNIT)

Components	Weighting %	TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 6 Content Area 9.2 Space	Term 1 Exam Period Content Area 9.2 Space 9.3 Motors and Generators	Term 2 Week 3 Content Area All core modules	Term 3 Exam Period Content Area All core and option modules
		Open-ended investigation	Semester 1 examination	Practical test	Trial HSC examination
Knowledge & understanding	40	5	10		25
Conducting first-hand investigations and communication based on these	30	10	5	15	
Scientific thinking, problem-solving and communication	30	10		10	10
MARKS	100	25	15	25	35
Outcomes Assessed		H11, 12, 13, 14, 15, 16	H2, 3, 4, 6, 7	H11, 12, 13	H6, 8, 10, 13, 14

Course Outcomes:

- H1 evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking
- H2 analyses the ways in which models, theories and laws in physics have been tested and validated
- H3 assesses the impact of particular advances in physics on the development of technologies
- H4 assesses the impacts of applications of physics on society and the environment
- H5 identifies possible future directions of physics research
- H6 explains events in terms of Newton’s Laws, Law of Conservation of Momentum and relativity
- H7 explains the effects of energy transfers and energy transformations
- H8 analyses wave interactions and explains the effects of those interactions
- H9 explains the effects of electric, magnetic and gravitational fields
- H10 describes the nature of electromagnetic radiation and matter in terms of the particles
- H11 justifies the appropriateness of a particular investigation plan
- H12 evaluates ways in which accuracy and reliability could be improved in investigations
- H13 uses terminology and reporting styles appropriately and successfully to communicate information and understanding
- H14 assesses the validity of conclusions from gathered data and information
- H15 explains why an investigation is best undertaken individually or by a team
- H16 justifies positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

HIGHER SCHOOL CERTIFICATE

2017 ASSESSMENT SCHEDULE

COURSE: SENIOR SCIENCE (2 UNIT)

Components	Weighting %	TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 8 Content Area 9.3 Medical Technology - Bionics	Term 1 Exam Period Content Area 9.2 Lifestyle Chemistry 9.3 Medical Technology - Bionics	Term 2 Week 5 Content Area 9.2 Lifestyle Chemistry 9.3 Medical Technology - Bionics	Term 3 Exam Period Content Area All core and option modules
		Open-ended investigation	Semester 1 examination	Practical assessment	Trial HSC examination
Knowledge & understanding	40		10	5	25
Conducting first-hand investigations and communication based on these	30	15		15	
Scientific thinking, problem-solving and communication	30	10	5	5	10
MARKS	100	25	15	25	35
Outcomes assessed		H11, 12, 13, 14, 15, 16	H1-10, 13, 14	H11, 12, 13	H1-10, 13, 14

Course Outcomes:

- H1 discusses advances in scientific understanding and technology that have changed the direction or nature of scientific thinking
- H2 applies the processes that are used to test and validate models, theories and laws, to investigations
- H3 assesses the contribution of scientific advances on the development of technologies
- H4 assesses the impacts of applications of science on society and the environment
- H5 describes possible future directions of scientific research
- H6 describes uses of the Earth's resources
- H7 identifies effects of internal and external environmental changes on the human body
- H8 relates the properties of chemicals to their use
- H9 relates the structure of body organs and systems to their function
- H10 discusses ways in which different forms of energy and energy transfers and transformations are used
- H11 justifies the appropriateness of a particular investigation plan
- H12 evaluates ways in which accuracy and reliability could be improved in investigations
- H13 uses terminology and reporting styles appropriately and successfully to communicate information and understanding
- H14 assesses the validity of conclusions from gathered data and information
- H15 explains why an investigation is best undertaken individually or by a team
- H16 justifies positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science



GRC Oatley Senior Campus

2018

**HSIE
HSC
Assessment
Schedules**

Revised and updated 29 August 2017

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GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

HIGHER SCHOOL CERTIFICATE

2018 ASSESSMENT SCHEDULE

COURSE: ANCIENT HISTORY (2 UNIT)

Component	Weighting	TASK 1 Term 4 Week 8 Wed S1 Source Analysis	TASK 2 Term 1 Week 6 Hand-In Task	TASK 3 Term 2 Week 6 Mon S1 Research Task	TASK 4 Term 3 Exam Period Trial HSC Examination
Knowledge and understanding of course content	40	5	10	10	15
Source-based skills	20	10			10
Historical inquiry and research	20		10	10	
Communication of historical understanding in appropriate forms	20	5	5	5	5
MARKS	100	20	25	25	30
Outcomes assessed		H1.1, 2.1, 3.2, 3.3, 3.4, 3.6, 4.1, 4.2	H1.1, 2.1, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2	H1.1, 2.1, 3.3, 3.4, 3.5, 4.1, 4.2	H 1.1, 2.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2

Course Outcomes:

- H1.1 describe and assess the significance of key people, groups, events, institutions, societies and sites within the historical context
- H2.1 explain historical factors and assess their significance in contributing to change and continuity in the ancient world
- H3.1 locate, select and organise relevant information from a variety of sources
- H3.2 discuss relevant problems of sources for reconstructing the past
- H3.3 analyse and evaluate sources for their usefulness and reliability
- H3.4 explain and evaluate differing perspectives and interpretations of the past
- H3.5 analyse issues relating to ownership and custodianship of the past
- H3.6 plan and present the findings of historical investigations, analysing and synthesising information from a range of sources
- H4.1 use historical terms and concepts appropriately
- H4.2 communicate knowledge and understanding of historical features and issues using appropriate oral and written forms

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

HIGHER SCHOOL CERTIFICATE

2018 ASSESSMENT SCHEDULE

COURSE: BUSINESS STUDIES (2 UNIT)

Component	Weighting	TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9, Wed S1 Topic 1 Research Task	Term 1 Week 9, Wed S1 Topic 2 Topic Test	Term 2 Week 6, Wed S1 Topic 3 Case Study Task	Term 3 Exam Period Topics 1-4 Trial HSC Examination
Knowledge of understanding of course content	40	5	10	10	15
Stimulus-based skills	20		10		10
Inquiry and research	20	10		10	
Communication of business information, ideas and issues in appropriate forms	20	5	5	5	5
MARKS	100	20	25	25	30
Outcomes assessed		H1, 2, 4, 6, 7, 9	H2, 3, 5, 6, 8, 9, 10	H1, 2, 3, 6, 7, 8, 9	H2, 3, 4, 5, 6, 9, 10

Course Outcomes:

- H1. critically analyses the role of business in Australia and globally
- H2. evaluates management strategies in response to changes in internal and external influences
- H3. discusses the social and ethical responsibilities of management
- H4. analyses business functions and processes in large and global businesses
- H5. explains management strategies and their impact on businesses
- H6. evaluates the effectiveness of management in the performance of businesses
- H7. plans and conducts investigations into contemporary business issues
- H8. organises and evaluates information for actual and hypothetical business situations
- H9. communicates business information, issues and concepts in appropriate formats
- H10. applies mathematical concepts appropriately in business situations

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

HIGHER SCHOOL CERTIFICATE

2018 ASSESSMENT SCHEDULE

COURSE: ECONOMICS (2 UNIT)

Component	Weighting	TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 8 The Global Economy Case Study	Term 1 Week 9 Australia’s Place in the Global Economy Topic Test	Term 2 Week 8 Economic Issues and Policies & Management: Research Task	Term 3 Exam Period Topics 1-4 Trial HSC Examination
Knowledge of understanding of course content	40	5	10	10	15
Stimulus-based skills	20		10		10
Inquiry and research	20	10		10	
Communication of economic information, ideas and issues in appropriate forms	20	5	5	5	5
MARKS	100	20	25	25	30
Outcomes assessed		H1, 2, 3, 4, 5, 9, 10	H1, 2, 4, 7, 8, 10	H5, 6, 7, 8, 9, 10, 12	H1, 2, 5, 6, 7, 10, 11

Course Outcomes:

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

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2018 ASSESSMENT SCHEDULE

COURSE: GEOGRAPHY (2 UNIT)

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

Course Outcomes:

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

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2018 ASSESSMENT SCHEDULE

COURSE: HISTORY EXTENSION (1 UNIT)

Component	Weighting	TASK 1 Term 4 Week 9 Proposal	TASK 2 Term 3 Week 2 Final History Project	TASK 3 Term 3 Exam Period Trial HSC Examination
Knowledge & Understanding of Significant Historical Ideas & Processes	10			10
Skills in Designing, Undertaking & Communicating Historical Inquiry – the History Project	40	5	35	
MARKS	50	5	35	10
Outcomes assessed		E2.1, 2.2	E 1.1, 2.1, 2.2, 2.3	E 1.1, 2.2, 2.3

Course Outcomes:

- E1.1 analyses and evaluates different historical perspectives and approaches to history and the interpretations developed from these perspectives and approaches
- E2.1 plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
- E2.2 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
- E2.3 constructs a historical position about an area of historical inquiry and discusses and challenges other positions

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2018 ASSESSMENT SCHEDULE

COURSE: LEGAL STUDIES (2 UNIT)

Component	Weighting	TASK 1 Term 4 Week 7, Fri S4 Human Rights Research + In-class Task	TASK 2 Term 1 Week 8, Fri S4 Crime Topic Test	TASK 3 Term 2 Week 10, Wed S1 Family Research & in- class task	TASK 4 Term 3 Exam Period All topics Trial HSC Examination
Knowledge and understanding of course content	60	10	20	10	20
Inquiry and research	20	10		10	
Communication of Legal Studies information, issues and ideas in appropriate forms	20		5	5	10
MARKS	100	20	25	25	30
Outcomes assessed		H1, 2, 3, 4, 5, 8, 9	H1, 3, 4, 5, 6, 7, 9	H4, 5, 6, 7, 8, 9, 10	H1, 2, 3, 4, 6, 7, 9, 10

Course Outcomes:

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

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2018 ASSESSMENT SCHEDULE

COURSE: MODERN HISTORY (2 UNIT)

Component	Weighting	TASK 1 Term 4 Week 10 Vietnam Research task	TASK 2 Term 1 Week 8 Mon S1 WW1 Source Analysis	TASK 3 Term 2 Week 7 Germany Perspectives and Interpretations	TASK 4 Term 3 Exam Period All Topics Trial HSC Examination
Knowledge and understanding of course content	40	5	5	20	10
Source-based skills	20		10		10
Historical inquiry and research	20	10		10	
Communication of historical understanding in appropriate forms	20	5	5		10
MARKS	100	20	20	30	30
Outcomes assessed		H1.1, 1.2, 2.1, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2	H1.1, 1.2, 2.1, 3.1, 3.3, 3.4, 4.1, 4.2	H1.1, 1.2, 2.1, 3.2, 3.3, 3.4, 3.5, 4.1	H1.1, 1.2, 2.1, 3.3, 3.4, 4.1, 4.2

Course Outcomes:

- H1.1 describe the role of key features, issues, individuals, groups and events of selected twentieth-century studies
- H1.2 analyse and evaluate the role of key features, issues, individuals, groups and events of selected twentieth-century studies
- H2.1 explain forces and ideas and assess their significance in contributing to change and continuity during the twentieth century
- H3.1 ask relevant historical questions
- H3.2 locate, select and organise relevant information from different types of sources
- H3.3 analyse and evaluate sources for their usefulness and reliability
- H3.4 explain and evaluate differing perspectives and interpretations of the past
- H3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources
- H4.1 use historical terms and concepts appropriately
- H4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

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2018 ASSESSMENT SCHEDULE

COURSE: SOCIETY AND CULTURE (2 UNIT)

Components	Weighting	TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 10 Social & Cultural Continuity & Change Research & report	Term 1 Week 9 PIP Process Diary & Research Progress Task	Term 2 Week 7 Depth Study 2 Essay	Term 3 Exam Period All Topics Trial HSC Examination
Knowledge and understanding of course content	50	10	5	15	20
Application and evaluation of social and cultural research methods	30	10	10		10
Communication of information, ideas and issues in appropriate forms	20	5		15	
MARKS	100	25	15	30	30
Outcomes assessed		H2, 3, 5, 7	H1, 4, 6, 8, 10	H 1, 2, 5, 9, 10	H1, 2, 3, 4, 5, 9

Course Outcomes:

- H1 explains the interaction between persons, societies, cultures and environments across time
- H2 analyses relationships within and between social and cultural groups
- H3 accounts for cultural diversity and commonality within societies and cultures
- H4 evaluates continuity and change, and assesses social futures and strategies for change and the implications for societies and cultures
- H5 evaluates the influence of power, authority, gender and technology on decision-making and participation in society
- H6 applies and evaluates the methodologies of social and cultural research
- H7 applies appropriate language and concepts associated with society and culture
- H8 selects, organises and evaluates information and sources for usefulness, validity and bias
- H9 plans an investigation, analyses and synthesises information from a variety of perspectives and sources
- H10 communicates information, ideas and issues using appropriate written, oral and graphic forms
- H11 uses planning and review strategies to manage complex tasks, making effective use of time and resources



GRC Oatley Senior Campus

2018

**HEALTH
STUDIES
HSC
Assessment
Schedules**

Revised and updated 31 August 2017

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

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2018 ASSESSMENT SCHEDULE

COURSE: COMMUNITY AND FAMILY STUDIES (2 UNIT)

Component	Weighting %	TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 7 Investigation Core 2: Groups in Contexts	Term 2 Week 4 Independent Research Project Core 1: Research Methodology	Term 3 Week 2 Research Task Core 3: Parent and Caring	Term 3 Exam Period Trial HSC Examination
Knowledge & understanding of course content	40	10	5	10	15
Skills in critical thinking, research methodology, analysing and communicating	60	15	15	15	15
MARKS	100	20	20	25	30
Outcomes assessed		H2.2, 2.3, 3.3	H4.1, 4.2	H3.2, 5.1, 5.2	H1.1 to H6.2

Course Outcomes:

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

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

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2018 ASSESSMENT SCHEDULE

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

Component	Weighting %	TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 6 (Wed S1) Research and responding task Core 2: Factors Affecting Performance	Term 1 Week 8 Analysis and planning of specific athletes and planning consideration	Term 2 Week 9 Analysis and investigation Health Priorities in Australia	Term 3 Exam Period Trial HSC Examination
Knowledge and understanding of course content	40	10	10	10	10
Skills in critical thinking, research, analysing and communicating	60	15	10	15	20
MARKS	100	25	20	25	30
Outcomes assessed		H7, 8, 11, 16, 17	H5, 6, 8, 10, 13, 15, 16, 17	H1, 2, 3, 4, 5, 14, 15, 16, 2	H 1-5, H7-11, H14-17

Course Outcomes:

- H1 describes the nature and justifies the choice of Australia’s health priorities
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 analyses the determinants of health and health inequities
- H4 argues the case for health promotion based on the Ottawa Charter
- H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia’s health priorities.
- H6 demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
- H7 explains the relationship between physiology and movement potential
- H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 explains how movement skill is acquired and appraised
- H10 designs and implements training plans to improve performance
- H11 psychological strategies and nutritional plans in response to individual performance needs
- H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
- H13 Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3).
- H14 argues the benefits of health-promoting actions and choices that promote social justice
- H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

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2018 ASSESSMENT SCHEDULE

COURSE: SPORT, LIFESTYLE AND RECREATION (2 UNIT)

Component	Weighting %	TASK 1 Term 4 Week 6 Planning for Outdoor Rec Experience	TASK 2 Term 2 Week 3 Research Report	TASK 3 Term 2 Week 9 Practical Application	TASK 4 Term 3 Exam Period Trial HSC Examination
Module: Outdoor Recreation	25	20			5
Module: Athletics	25		20		5
Module: Healthy Lifestyle	25		10	5	10
Module: Games and Sports Applications II	25			15	10
MARKS	100	20	30	20	30
Outcomes assessed		H 1.1, 1.3, 1.4, 2.3, 3.6, 4.1, 4.2, 4.4	H 1.1, 1.3, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 4.2, 4.4, 4.5	H 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.5	H 1.1, 1.3, 1.4, 1.6, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 3.6, 4.1, 4.2, 4.4, 4.5

Course Outcomes:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goals
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity
- 5.1 accepts responsibility for personal and community health
- 5.2 willingly participates in regular physical activity
- 5.3 values the importance of an active lifestyle
- 5.4 values the features of a quality performance
- 5.5 strives to achieve quality in personal performance.



2018

**TAS
HSC
Assessment
Schedules**

Revised and updated 28 August 2017

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**GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
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2018 ASSESSMENT SCHEDULE

COURSE: DESIGN AND TECHNOLOGY (2 UNIT)

Components	Weighting %	TASK 1 Term 4 Week 8 Project Proposal Report	TASK 2 Term 1 Week 6 Innovation and Emerging Technology Case Study *	TASK 4 Term 2 Week 4 Project Presentation and Evaluation	TASK 4 Term 3 Exam Period Trial HSC Examination
Knowledge and understanding of course content	40		20		20
Knowledge and skills in designing, managing, producing and evaluating a major design project	60	20		30	10
MARKS	100	20	20	30	30
Outcomes assessed		H2.1, H4.1, H4.2	H2.2, 3.1, 3.2, 6.2	H4.3, 5.1, 5.2, 6.1	A range of outcomes

* NESA Mandatory task

Major Design Project:

Makes up 60 marks of final HSC mark and must be worked on consistently from Term 4 2017 – Term 3 2018.
Portfolio and practical work for this MDP must be submitted to the DT teacher on the following dates:

		Folio	Product
Term 4	Week 5	Project Proposal: Identification and exploration for the need. Oral presentation.	Idea generated and materials sourced and stored at school.
Term 4	Week 10	Project Proposal: areas of investigation, criteria to evaluate success, action, time and finance plans.	Prototype developed. Initial stages of project started.
Term 1	Week 5	Project Development: Evidence of creativity, consideration of design factors relevant to MDP, research and experimentation.	Initial stages of project completed. Secondary stages started.
Term 1	Week 10	Project Development: application of conclusions, identification and justification of ideas and resources. Evidence of practical skills for MDP.	Secondary stages complete. Modifications to design initiated and documented.
Term 2	Week 5	Project Development: Use of communication and presentation techniques.	Construction and assembly of project initiated.
Term 2	Week 10	Project Proposal and Project Development and realisation sections complete for folio. MDP complete. Evaluation started.	Construction and assembly of project finalised.
Term 3	Week 2	Evaluation: Record and application, analysis and evaluation, final evaluation relationship of final project to the proposal complete. Page numbers checked and printing.	Finishes added to assembled project.

Due date for HSC marking will be announced in Term 2, 2018 Students who fail to submit a substantial amount of work on these dates will be given an 'N' award warning.

Course Outcomes:

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

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2018 ASSESSMENT SCHEDULE

COURSE: ENGINEERING STUDIES (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
Course components	Weighting %	Term 4 Week 10 Communicating ideas and information on the functional and relational characteristics of Personal and Public Transport (report)	Term 1 Week 7 Using mathematical ideas and techniques in defining Civil Structures (Project)	Term 2 Week 7 Collecting, analysing and organising information for Aeronautical problem solving (Analysis)	Term 3 Exam Period Trial HSC Examination
Knowledge of understanding of course content	60		30	10	20
Knowledge and skills in research, problem solving and communication related to engineering practice	40	30		10	
MARKS	100	30	30	20	20
Outcomes assessed		H1.2, 2.1, 3.2, 4.2, 4.3	H3.1, 3.3, 5.1, 6.1, 6.2	H1.1, 2.2, 4.1, 5.2	H1.2, 2.1, 3.1, 3.3, 4.3

Course Outcomes:

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

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2018 ASSESSMENT SCHEDULE

COURSE: FOOD TECHNOLOGY (2 UNIT)

Components	Weighting %	TASK 1 Term 4 Week 8 Food Industry Report	TASK 2 Term 1 Week 8 Food Manufacture Experiment and Preparation	TASK 3 Term 2 Week 8 Food Product Development SWOT Analysis and Marketing Strategy	TASK 4 Term 3 Exam Period Trial HSC Examination
Knowledge and understanding of course content	45			15	30
Knowledge and skills in designing, researching, analysing and evaluating	35	15	10	10	
Skills in experimenting with and preparing food by applying theoretical concepts	20		15	50	
MARKS	100	15	25	30	30
Outcomes assessed		H1.2, 1.4, 3.1	H1.3, 4.1, 4.2, 5.1	H1.3, 3.2, 4.1, 5.1	H1.1, 1.3, 1.4, 2.1, 5.1

Course Outcomes:

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

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

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2018 ASSESSMENT SCHEDULE

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

INDUSTRIAL TECHNOLOGY - ELECTRONICS (2 UNIT)

Course Components	Weighting %	TASK 1 Term 4 Week 8 Communication of MP	TASK 2 Term 1 Week 6 Industry Study	TASK 3 Term 2 Week 8 Manufacturing Progress Mark	TASK 4 Term 3 Exam Period Trial HSC Examination
Knowledge and understanding of the course content	40	5	15	5	15
Knowledge and skills in the design, management, communication and production of a major project	60	15		25	20
MARKS	100	20	15	30	35
Outcomes assessed		H3.1, 3.2, 3.3, 4.2, 5.1, 5.2,	H1.1, 1.2, 1.3, 3.2, 5.1, 5.2, 6.1, 6.2, 7.1, 7.2	H1.2, 2.1, 3.3, 4.1, 4.3, 5.2, 6.2	H1.1, 1.2, 1.3, 2.1, 3.1, 4.3, 6.1, 6.2, 7.1, 7.2

Practical Progress Check: Industrial Technology Check

		Folio	Product
Term 4	Week 5	Folio work: statement of intent, research, sketching, idea generation.	Timber sourced and delivered to school to start project.
Term 4	Week 10	Prototyping, modelling and testing. Production and working drawings (CAD), selection and justification of appropriate materials, processes and resources. Evidence of project management, record of production of the project.	Prototype made and tested. Initial stages of project completed.
Term 1	Week 5	Financial plan and timeline completed. Evidence of OHS and safe working practices.	Second stage of project completed. Modifications made.
Term 1	Week 10	Appropriateness of design/design modification. Evidence of a range of presentation skills and techniques. Evidence of a range of ICT skills.	Main carcass constructed and assembled.
Term 2	Week 5	Ongoing evaluation and relationship to statement of intent, research and planning.	Fit doors/drawers/final components. Start finishes.
Term 2	Week 10	Use of appropriate materials, components, processes and technologies (embedded throughout). Evidence of solutions to problems in production (embedded throughout). Folio finalised after feedback from assessment task.	Construction/assembly of project completed. Finishes added.
Term 3	Week 2	Checking of page number, labelling and printing of folio.	Tidy up projects. Organise displays for HSC marking.

Failure to meet the deadlines for the progress checks will result in an N-award. This will be due to “not working with diligence and sustained effort”

Course Outcomes:

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

**GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
HIGHER SCHOOL CERTIFICATE**

2018 ASSESSMENT SCHEDULE

COURSE: INFORMATION PROCESSES AND TECHNOLOGY (2 UNIT)

Course components	Weighting %	TASK 1 Term 4 Week 7 Multimedia Project	TASK 2 Term 1 Week 6 Information Systems Project	TASK 3 Term 2 Week 3 Communication Systems Project	TASK 4 Term 3 Exam Period Trial HSC Examination
Knowledge and understanding of course content	60	10	15	15	20
Knowledge and skills in the design and development of information systems	40		10	10	10
MARKS	100	10	25	25	30
Outcomes assessed		H1.2, 5.1, 5.2, 6.1, 7.1, 7.2	H1.2, 2.1, 3.1, 3.2, 6.2, 7.2	H1.1, 2.1, 2.2, 4.1, 6.1, 7.2	All

Course Outcomes:

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

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

HIGHER SCHOOL CERTIFICATE

2018 ASSESSMENT SCHEDULE

COURSE: SOFTWARE DESIGN AND DEVELOPMENT (2 UNIT)

Course components	Weighting %	TASK 1 Term 4 Week 9 Research Task	TASK 2 Term 1 Week 6 Research Task	TASK 3 Term 2 Week 7 Individual Project	TASK 4 Term 3 Exam Period Trial HSC Examination
Knowledge and understanding of course content.	50	5	10	15	20
Knowledge and skills in the design and development of software solutions.	50	10	10	20	10
MARKS	100	15	20	35	30
Outcomes assessed		H1.2, 2.1, 2.2, 4.2, 5.3, 6.3	H1.1, 1.3, 2.2, 3.1, 5.1	H3.2, 4.1, 4.3, 5.2, 5.3, 6.1, 6.2, 6.4	All

Course Outcomes:

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

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

HIGHER SCHOOL CERTIFICATE

2018 ASSESSMENT SCHEDULE

COURSE: TEXTILES AND DESIGN (2 UNIT)

Course components	Weighting %	TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 8 MTP Designing and Planning Written Report	Term 1 Week 6 Contemporary Designer Case Study	Term 2 Week 8 End Use Analysis and Innovation In class test	Term 3 Exam Period Trial HSC Examination
Knowledge and understanding of course content	50		20		30
Skills and knowledge in the design, manufacture and management of a major textiles project	50	30		20	
MARKS	100	30	20	20	30
Outcomes assessed		H2.1, 2.2, 2.3, 4.2	H3.1, 3.2, 4.1, 5.1	H1.1, 1.2, 3.2, 4.1, 4.2, 5.2, 6.1	H1.3, 3.1, 3.2, 4.1, 5.2, 6.1

Practical Progress Check: Textiles and Design

		Folio	Product
Term 4	Week 5	Design inspiration check. Visual design development check.	Pattern sourced Pattern adjustments made.
Term 4	Week 10	Design inspiration complete. Visual design development; written component completed.	Cutting out commences. Stitching commenced - details documented in diary (seven lessons in class within this progress check period).
Term 1	Week 5	Visual design development sketches complete; drawings rendered and labelled. Manufacturing specifications check. Experimentation commenced (3 of 9).	Cutting out continues. Stitching continues – details documented in diary (six lessons in class within this progress check period).
Term 1	Week 10	Manufacturing specifications completed. Experimentation continues (6 of 9).	Cutting out continues. Stitching continues – details documented in diary. (Four lessons in class within this progress check period).
Term 2	Week 5	Manufacturing specifications completed. Experimentation complete (9 of 9). Fibre, yarn and fabric evaluation completed.	Cutting out continues. Stitching continues – details documented in diary (six lessons in class within this progress check period).
Term 2	Week 10	Fibre, yarn and fabric evaluation completed.	Cutting continues. Stitching continues – details documented in diary (seven lessons in class within this progress check period).

Failure to meet the deadlines for the progress checks will result in an N-award. This will be due to “not working with diligence and sustained effort”

Course Outcomes:

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



2018

**CAPA
HSC
Assessment
Schedules**

Revised and updated 19 September 2017

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

HIGHER SCHOOL CERTIFICATE

2018 ASSESSMENT SCHEDULE

COURSE: CERAMICS (2 UNIT – BOARD ENDORSED)

Component	Weighting %	TASK 1	TASK 2	TASK 3	TASK 4
		Term 1 Week 6 In class test	Term 2 Week 3 Practical skills – casting, slab & coils	Term 2 Week 8 Critical Study	Term 3 Week 3 Major Project
Making	70		30		40
Critical / Historical Study	30	15		15	
MARKS	100	15	30	15	40
Outcomes assessed		CH 1, 3, 5	M 1, 3, 4, 6	CH 1, 2, 3, 4, 5	M 1, 3, 4, 6

Course Outcomes:

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

M – relates to making ceramics

CH – relates to critical and historical studies in ceramics

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

HIGHER SCHOOL CERTIFICATE

2018 ASSESSMENT SCHEDULE

COURSE: DANCE (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
Course components	Weighting %	Term 4 Week 8 Written	Term 2 Week 4 Practical Major & Composition	Term 2 Week 9 Practical Core	Term 3 Week 1 Trial HSC Examination
Performance	20			10	10
Composition	20		10		10
Appreciation	20	10			10 (Term 3, Week 4-6)
Major Study	40		20		20
MARKS	100	10	30	10	50
Outcomes assessed		H1.1, 1.2, 1.3, 3.1, 3.2, 3.3	H1.1, 1.2, 1.3, 2.1, 2.2, 2.3	H1.1, 1.2, 1.3, 2.1, 2.2, 2.3	H1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.3, 4.4, 4.5

Note: All practical examinations will include an interview.

Practical examinations may not be rescheduled unless correct assessment procedures are followed.

Course Outcomes:

- H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form
- H1.2 performs, composes and appreciates dance as an artform
- H1.3 appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances
- H1.4 acknowledges and appreciates the relationship of dance and other media
- H2.1 understands performance quality, interpretation and style relating to dance performance
- H2.2 performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices
- H2.3 values the diversity of dance performance
- H3.1 identifies and selects the appropriate elements of composition/choreography in response to a specific concept/intent
- H3.2 demonstrates the use of the elements of composition/choreography in a personal style in response to a specific concept/intent
- H3.3 recognises and values the role of dance in achieving individual expression
- H3.4 explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent
- H4.1 understands the concept of differing artistic, social and cultural contexts of dance
- H4.2 recognises, analyses and evaluates the distinguishing features of major dance works
- H4.3 utilises the skills of research and analysis to examine dance as an artform
- H4.4 demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance
- H4.5 acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

HIGHER SCHOOL CERTIFICATE

2018 ASSESSMENT SCHEDULE

COURSE: **DRAMA (2 UNIT)**

		TASK 1	TASK 2	TASK 3	TASK 4
Components	Weighting %	Term 4 Week 10 A. Verbatim performance B. IP Progress Week 9	Term 1 A: Individual Project Progress Task (Week 8) B.Trial HSC Examination and Performance (Week 10)	Term 2 Weeks 8 Development of the group performance	Term 3 Week 3 Showcase Trial HSC Individual Project Submission Group Performance
Making	30	5	10	5	10
Performing	30	5	5	10	10
Critical Study	40	10	30		
MARKS	100	20	45	15	20
Outcomes assessed		H1.1, 1.2, 1.3, 1.5, 1.7, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5	H1.1, 1.2, 1.3, 1.5, 1.7, 1.9, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5	H1.1, 1.2, 1.3, 1.5, 1.7, 1.9, 2.4, 3.2, 3.3, 3.5	H1.2, 1.3, 1.5, 1.7, 1.9, 2.1, 2.4, 3.2, 3.3, 3.5

Course Outcomes:

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

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

HIGHER SCHOOL CERTIFICATE

2017 ASSESSMENT SCHEDULE

COURSE: MUSIC COURSE 1 (2 UNIT)

Course Components	Weighting %	TASK 1 Term 4 Week 9 Musicology Viva Voce	TASK 2 Term 1 Week 5 A.Performance B.Listening	TASK 3 Term 2 Week 9 Composition	TASK 4 Term 3 Exam Period Trial HSC Core, Trial HSC Electives
Core Performance	10		10		
Core Composition	10			10	
Core Musicology	10	10			
Core Aural	25		10		15
Elective 1	15				15
Elective 2	15				15
Elective 3	15				15
MARKS	100	10	20	10	60
Outcomes assessed		H2, 8, 10,11	H1, 3, 4, 5, 6, 7, 8, 9, 10, 11,	H3, 5, 7, 8, 10, 11	H4, 6, 10, 11 & Dependent on elective

Course Outcomes:

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

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

HIGHER SCHOOL CERTIFICATE

2017 ASSESSMENT SCHEDULE

COURSE: MUSIC COURSE 2 (2 UNIT)

Course components	Weighting %	TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 9 Elective: Performance Musicology Composition	Term 1 Week 10 A.Core performance (progress) B Analysis project	Term 2 Week 6 Composition (progress)	Term 3 Exam Period Trial HSC (part examined at HSC showcases)
Core Performance	20		10		10
Core Composition	20			10	10
Core Musicology	20		10		10
Core Aural	20		10		10
Elective 1	20	5			15
MARKS	100	5	30	10	55
Outcomes assessed		Dependent on elective	H1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	H3, 5, 7, 8, 10,11	H1 – 11 and Dependent on elective

Course Outcomes:

- H1. Performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble
- H2. demonstrates an understanding of the relationships between combinations of the concepts of music, by interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols reflecting those characteristically used in the mandatory and additional topics
- H3. composes works focusing on a range of concepts, for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures
- H4. stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts.
- H5. analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations.
- H6. discusses, constructively criticises and evaluates performances and compositions of others and self with particular references to stylistic features of the context.
- H7. critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics
- H8. understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied
- H9. identifies, recognises, experiments with, and discusses the uses and effects of technology in music
- H10. performs as a means of self-expression and communication
- H11. demonstrates a willingness to participate in performance, composition, musicology and aural activities
- H12. demonstrates a willingness to accept and use constructive criticism

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

HIGHER SCHOOL CERTIFICATE

2017 ASSESSMENT SCHEDULE

COURSE: MUSIC EXTENSION (1 UNIT)

Components	Weighting %	TASK 1 Term 2 Week 4 Presentation	TASK 2 Term 3 Exam Period Trial HSC Examination
Performance OR Composition OR Musicology	50	25	25
MARKS	50	25	25
Outcomes assessed			

Course Outcomes:

Performance Outcomes	Composition Outcomes	Musicology Outcomes
Through performance and related activities a student: 1. performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member	Through composition and related activities a student: 1. composes with highly developed technical skill and stylistic refinement demonstrating the emergence of a personal style	Through musicology and related activities a student: 1. presents an extended essay demonstrating mastery of research, argument and data from primary and secondary sources
2. leads critical evaluation and discussion sessions on all aspects of his/her own performances and the performances of others	2. leads critical evaluation and discussion sessions on all aspects of his/her own compositions and the compositions of others	2. leads critical evaluation and discussion sessions on all aspects of his/her own research and essay work and on the research and essays of others
3. articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed	3. articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to compositional processes, techniques and devices used, showing the emergence of a personal style	3. articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought in the development of a hypothesis and argument in the chosen area of research
4. demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed	4. demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works composed	4. demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to research undertaken and essay writing
5. presents concert and recital programs, which includes solving problems concerning programming, organisation and management of concert practice and program direction	5. presents, discusses and evaluates the problem-solving process with regard to composition and the realisation of the composition	5. presents, discusses and evaluates the problem-solving process and the development and realisation of a research project
Through performance and related activities, a student: 6. critically analyses the use of musical concepts to present a stylistic interpretation of music performed	Through composition and related activities, a student: 6. critically analyses the use of musical concepts to present a personal compositional style	Through musicology and related activities, a student: 6. critically analyses the use of the musical concepts to articulate their relationship to the style analysed

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

HIGHER SCHOOL CERTIFICATE

2017 ASSESSMENT SCHEDULE

COURSE: VISUAL ARTS (2 UNIT)

		TASK 1	TASK 2	TASK 3	TASK 4
		Term 1 Week 4	Term 2 Week 3	Term 2 Week 6	Term 3 Week 3 + examination period
Course components	Weighting %	Development of the Body of Work Submission of works in progress, VAPD with annotated research and critical evaluation of material and conceptual intention through the structural frame.	Extended written research response Extended written research response. Account for the critical and historical interpretation(s) of a selected artist's practice at a certain time and over time.	Development of the Body of Work Submission of artworks under development, VAPD including a written account of artmaking practice through the artwork / audience relationship	Body of Work Submission A.Art Criticism and Art History Written Examination B.Resolving the Body of Work: artworks undergoing refinement, VAPD including curation of works of HSC submission with written evaluation of these decisions.
Artmaking	50	15		15	20
Art History and Art Criticism	50	15	15		20
MARKS	100	30	15	15	40
Outcomes assessed		H1, 2, 3, 4, 9	H8, 9, 10	H1, 2, 3, 4, 5, 6, 8	H 2, 4, 5, 6, 7, 8, 9, 10

Course Outcomes:

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



GRC Oatley Senior Campus

2018

**LOTE
HSC
Assessment
Schedules**

Revised and updated 31 August 2017

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

HIGHER SCHOOL CERTIFICATE

2018 ASSESSMENT SCHEDULE

COURSE: CHINESE AND LITERATURE (2 UNIT)

Component	Weighting %	TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 8 Speech, Response to an article, Listening to and analysing a text	Term 1 Week 7 Write designated texts, Answer questions after reading.	Term 2 Week 9 Speech, Listening, Response to an article, Answering questions	Term 3 Exam Period Trial HSC Examination
Spoken Exchanges	10	5		5	
Written Exchanges	10	5		5	
Listening & Responding	20	5		10	5
Reading and Responding	40		15	10	15
Writing in Chinese	20		10		10
MARKS	100	15	25	30	30
Outcomes assessed		1.1, 1.2, 4.1, 4.2, 4.3	2.3, 3.1, 3.2, 3.3, 4.2	1.1, 1.2, 3.1, 3.2, 3.3, 3.5, 3.7, 4.1, 4.2, 4.3	2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 3.5, 3.7, 3.8, 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

HIGHER SCHOOL CERTIFICATE

2018 ASSESSMENT SCHEDULE

COURSE: FRENCH BEGINNERS (2 UNIT)

Component	Weighting %	TASK 1 Term 4 Week 8 Response in English to written tests	TASK 2 Term 1 Week 7/8 Speaking in French, Writing in French	TASK 3 Term 2 Week 7 Response in English to written and spoken texts	TASK 4 Term 3 Exam Period Speaking Practical Trial HSC Examination
Listening	30			20	10
Reading	30	15		5	10
Speaking	20		15		5
Writing	20		15		5
MARKS	100	15	30	25	30
Outcomes assessed		2.1, 2.2, 2.3, 2.4	1.1, 1.2, 1.3, 3.1, 3.2, 3.3	2.1, 2.2, 2.3, 2.4,	All

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

HIGHER SCHOOL CERTIFICATE

2018 ASSESSMENT SCHEDULE

COURSE: ITALIAN BEGINNERS (2 UNIT)

Component	Weighting %	TASK 1 Term 4 Week 8 Response in English to written texts (class task)	TASK 2 Term 1 Week 7/8 Speaking in Italian, Writing in Italian (class task)	TASK 3 Term 2 Week 7 Response in English to written and spoken text	TASK 4 Term 3 Exam Period Speaking Practical & Trial HSC Examination
Listening	30			20	10
Reading	30	15		5	10
Speaking	20		15		5
Writing	20		15		5
MARKS	100	15	30	25	30
Outcomes assessed		2.1, 2.2, 2.3, 2.4	1.1, 1.2, 1.3, 3.1, 3.2, 3.3	2.1, 2.2, 2.3, 2.4,	All

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

HIGHER SCHOOL CERTIFICATE

2018 ASSESSMENT SCHEDULE

COURSE: JAPANESE BEGINNERS (2 UNIT)

Component	Weighting %	TASK 1 Term 4 Week 8 Reading	TASK 2 Term 1 Week 8/9 Speaking Writing	TASK 3 Term 2 Week 8/9 Listening and Reading	TASK 4 Term 3 Exam Period Trial HSC Examination
Speaking	20		15		5
Listening	30			20	10
Reading	30	15		5	10
Writing	20		15		5
MARKS	100	15	30	25	30
Outcomes assessed		2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3	2.1, 2.2, 2.3, 2.4, 2.5, 2.6	All

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

HIGHER SCHOOL CERTIFICATE

2018 ASSESSMENT SCHEDULE

COURSE: JAPANESE CONTINUERS (2 UNIT)

Component	Weighting %	TASK 1 Term 4 Week 8 Reading and responding	TASK 2 Term 1 Week 8/9 Speaking Listening Writing	TASK 3 Term 2 Week 9 Speaking Reading & responding	TASK 4 Term 3 Exam Period Trial HSC Examination
Speaking	20		5	10	5
Listening and Responding	25		15		10
Reading and Responding	40	20		10	10
Writing in Japanese	15		10		15
MARKS	100	20	30	20	35
Outcomes assessed		2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.4, 3.5, 3.6, 4.1	1.1, 1.2, 1.3, 1.4, 3.1, 3.2	All

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

HIGHER SCHOOL CERTIFICATE

2018 ASSESSMENT SCHEDULE

COURSE: MODERN GREEK BEGINNERS (2 UNIT)

Component	Weighting %	TASK 1 Term 4 Week 8 Response in English to written texts Class Task	TASK 2 Term 1 Week 7/8 Speaking in Greek, Writing in Greek	TASK 3 Term 2 Week 9 Response in English to written and spoken texts Class Task	TASK 4 Term 3 Exam Period Speaking Practical and Trial HSC Examination
Listening	30			20	10
Reading	30	15		5	10
Speaking	20		15		5
Writing	20		15		5
MARKS	100	15	30	25	30
Outcomes assessed		2.1, 2.2, 2.3, 2.4	1.1, 1.2, 1.3, 3.1, 3.2, 3.3	2.1, 2.2, 2.3, 2.4	All

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.



GRC Oatley Senior Campus

2018

VET FRAMEWORK HSC Assessment Schedules

Revised and updated 28 August 2017

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.

TERM	UOC CODE	Unit of Competency	AQF Core/Elective	BOSTES STATUS	HSC INDICATIVE HOURS	Assessment Task Cluster & Methods of Assessment	HSC requirements - Exam estimate mark & weighting
7 PRELIMINARY UOCs							240 Indicative Hours over 2 yrs 35 hrs Work placement 35 hrs Work placement The final estimate exam mark will only be used as the HSC exam mark in the advent of misadventure. This mark should be derived from two exams.
Term 1	BSBWHS201	Contribute to health and safety of self and others	C	M	15	Cluster A: At the Office Written task, scenario, observation of practical work, risk assessment	
	BSBWOR204	Use business technology	E	E	15		
Term 2	BSBCUS201	Deliver a service to customers	E	M	15	Cluster B: Service with a Smile Scenario, written task, presentation, role play	
	BSBCMM201	Communicate in the workplace	E	E	15		
Term 3	BSBINM202	Handle mail	E	E	10	Cluster C: It's in the Post Scenario, written task, case studies, self-assessment	
	BSBITU203	Communicate electronically	E	E	10		
	BSBSUS201	Participate in environmentally sustainable work practices	E	M	15		
7 HSC UOCs							
Term 4	BSBITU307	Develop keyboarding speed and accuracy	E	E	25	Cluster D: Fast and On task (TBC T1 2016)	
	BSBITU201	Produce simple word processed documents	E	E	20		
Term 5-6	BSBITU202	Create and use spreadsheets	E	E	20	Cluster E: Minding your own Business (TBC T1 2016)	
	BSBINM201	Process and maintain workplace information	E	M	20		
	TLIP2029	Prepare and process financial documents	E	M	20		
Term 7	BSBINN201	Contribute to workplace innovation	E	M	15	Cluster F: Back to the Future (TBC T1 2016)	
	BSBIND201	Work effectively in a business environment	E	M	25		
BOSTES requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 240			Units of competency from the HSC focus areas will be included in the optional HSC examination.	



Education
Public Schools

CONSTRUCTION ASSESSMENT SCHEDULE

Preliminary Year 2017

QUALIFICATION: CPC20211 Certificate II in Construction Pathways

Training Package: CPC08 Construction and Property Services v 9.1

BOSTES course code
240 X 2 YR:26201
240 X 1 YR: 26202

TERM	Unit Code	Units Of Competency	AOE CORE/ ELECTIVE	BOSTES MAINSTREAM/ ELECTIVE	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	Prelim and HSC Exam weightings to total 100%**
	5 PRELIMINARY UOCs						240 Indicative Hours over 2years
Term 1	CPCCOHS1001A	Work safely in the construction industry	C Cert I	M	10	Cluster A - WorkCover WHS Induction Written Test	
Term 1/2	CPCCCM1013A CPCCOHS2001A	Plan and organise work Apply OHS requirements, policies and procedures in the construction industry	C C	M M	10 15	Cluster B - Small project, Oil Stone Case or Concrete Float Practical, Teacher observations and written test.	35 hrs. Work placement
Term 2/3	CPCCCA2002B CPCCCA2011A	Use carpentry tools and equipment Handle carpentry materials	E E	M E	20 20	Cluster C 1. Tool box or Saw Horse 2. BBQ Table Practical, Teacher observations and written test.	
	10 HSC UOCs						35 hrs. Work placement
Terms 4/5	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	E	E	25	Cluster D - School Project – Concreting Practical, Teacher observations and written test.	
	CPCCCM2006B	Apply basic levelling procedures	E	E	15		
	CPCCCM1015A	Carry out measurements and calculations	C	M	20		
	CPCCCO2013A	Carry out concreting to simple forms	E	E	20		
	CPCCCM2001A	Read and interpret plans and specifications	C	M	20		
Terms 6/7	CPCCJN2001A CPCCJN2002A	Assemble components Prepare for off-site manufacturing process	E E	E E	15 10	Cluster E – Joinery Practical, Teacher observations and written test.	
Work placement	CPCCCM1014A CPCCCM1012A	Conduct workplace communication Work effectively and sustainably in the construction industry	C C	E M	10 25	Cluster F - WPL Journal Teacher observations and Written test, Third party evidence	
				Total hours	240	The final estimate exam mark will only be used as the HSC exam mark in the advent of misadventure. It should be derived from a minimum of two exams.	



TERM	Unit Code	Units Of Competency	ADF CORE/ ELECTIVE	BOSTES STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	Prelim and HSC Exam weightings to total 100%**
6 PRELIMINARY UOCs							250 Indicative Hours over 2 years
Term 1	CPCCOHS1001A	Work Safely in the Construction Industry	C	M	10	Cluster A: White Card	
Term 1/2	CUSOHS301A	Follow occupational health and safety procedures	C	M	15	Cluster B: Safe and Sound Observation, written, self- assessment	35 hrs Work placement
	CUASOU301	Undertake live audio operations	E	M	25		
Term 3	SITXCCS303	Provide services to customers	C	M	20	Cluster C: Let's see it Observation, written, presentation, portfolio	35 hrs Work placement
	CUAVSS302	Operate vision systems	E	M	25		
	CUAIND301	Work effectively in the creative arts industry	C	M	20		
6 HSC UOCs							The final estimate exam mark will only be used as the HSC exam mark in the advent of misadventure. This mark should be derived from two exams.
Term 4/5	CUSSOU301A	Provide sound reinforcement	E	E	20	Cluster D: Let there be light Observation, self –assessment, written	
	CUASTA301	Assist with production operations for live performances	E	M	25		
	CUALGT301	Operate basic lighting	E	M	25		
Term 6/7	CUASTA202	Assist with bump in and bump out of shows	E	E	20	Cluster E: Bump in Backstage Observation, self –assessment, written	
	CUASMT301	Work effectively backstage during performances	E	E	25		
	MEM18002B	Use power tools or hand held operations	E	E	20		
<i>BOSTES requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			Total Hours 250			<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>	

HOSPITALITY- FOOD AND BEVERAGE ASSESSMENT SCHEDULE							BOS course code 240 X 2 YR: 26501 240 x 1 YR : 26502
Preliminary Year 2017 HSC Year 2018 QUALIFICATION: SIT20213 Certificate II in Hospitality Training Package: (SIT12) Tourism, Travel and Hospitality v 2							
TERM	Unit Code	Units Of Competency	AOE / CORE / ELECTIVE	BOS MAM / STREAM / ELECTIVE	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	Prelim and HSC Exam weightings to total 100%**
	6 PRELIMINARY UoCs						245 HSC Indicative Hours over 2 years
Term 1	SITXFSA101	Use hygienic practices for food safety	E	M	10	Cluster A: Getting Ready for Work Written task, observation of practical work, scenario, case study	
	SITXWHS101	Participate in safe work practices	C	M	15		
Terms 1-2	SITHACS101	Clean premises and equipment	E	E	10	Cluster B: Introduction to Hospitality Observation of practical work, written task, self-assessment – cleaning schedule and case study/scenario	
	SITHCCC101	Use food preparation equipment	E	E	20		
Term 2-3	SITHFAB204	Prepare and serve espresso coffee	E	S	15	Cluster C: Café Culture Observation of practical work, written task, journal/log Preliminary Course: Portfolio of evidence NB: Third Party evidence will also be collected during the Preliminary Course for evidence for the unit of competency SITHIND202 Use hospitality skills effectively	
	SITHFAB206	Serve food and beverage	E	S	40		
	9 HSC UoCs						35 hrs Work placement
Term 4	SITXFSA201	Participate in safe food handling practices	E	E	15	Cluster D: The Sandwich Artist Observation of practical work, written task including review of documents, problem solving exercise, scenario/case study – temperature checks, documenting resource usage, plans to improve resource efficiency HSC Course: Portfolio of evidence	
	SITHCCC103	Prepare sandwiches	E	E	10		
	BSBSUS201A	Participate in environmentally sustainable work practices	E	E	15		
Term 5	SITHFAB203	Prepare and serve non-alcoholic beverages	E	S	15	Cluster E: Service Skills Observation of practical work, written task, scenarios HSC Course: Portfolio of evidence	
	SITXCCS202	Interact with customers	C	S	15		
	SITXCOM201	Show Social and Cultural Sensitivity	C	E	10		
Term 6-7	SITHIND202	Use hospitality skills effectively	C	E	20	Cluster F: Working Effectively with Others Third Party and direct observation of completion of a minimum of 12 service periods, including workplace journal(s), case study/scenario, written task HSC Course: Portfolio of evidence	
	BSBWOR203B	Work effectively with others	C	M	15		
	SITHIND201	Source and use information on the hospitality industry	C	M	20		
<i>BOSTES requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>				Total hours 245	<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>		

HOSPITALITY- KITCHEN OPERATIONS ASSESSMENT SCHEDULE							BOS course code 240 X 2 YR: 26501 240 X 1 YR: 26502
Preliminary Year 2017 HSC Year 2018 QUALIFICATION: SIT20312 Certificate II in Kitchen Operations Training Package: (SIT12) Tourism, Travel and Hospitality v 2							
TERM	Unit Code	Units Of Competency	AOE / CORE / ELECTIVE	BOS MAINSTREAM / ELECTIVE	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	Prelim and HSC Exam weightings to total 100%**
Term 1	6 PRELIMINARY UOCs						245 Indicative Hours over 2 yrs
	SITXFSA101 SITXWHS101	Use hygienic practices for food safety* Participate in safe work practices*	C C	M* M*	10 15	Cluster A - Getting Ready for Work Written task, Observation of practical work, Internet research, Case study Additional component: Third Party evidence	
Term 2	SITHKOP101 SITHCCC101	Clean kitchen premises and equipment* Use food preparation equipment*	C C	S* S*	10 20	Cluster B - Intro to the Commercial Kitchen Observation of Practical work, written task Additional component: Third Party evidence	35 hrs
Term 3	SITHCCC202 SITXINV202	Produce appetisers and salads Maintain the quality of perishable items	E C	E E	25 5	Cluster C – Quality Café Meals Observation of practical work, Scenario/Role play (for testing temperatures), written task, Preliminary course: Portfolio of evidence	Work placement
Term 4	7 HSC UOCs						35 hrs Work placement
	SITXFSA201 SITHCCC201	Participate in safe food handling practices* Produce dishes using basic methods of cookery*	E C	S* S*	15 40	Cluster D – Preparing and cooking food safely Observation of practical work, Case Study, written questioning HSC course: Portfolio of evidence	
Term 5-6	BSBSUS201A SITHCCC204	Participate in environmentally sustainable work practices Produce vegetable, fruit, egg and farinaceous dishes	E E	E E	15 35	Cluster E – Going Green Case study, Scenario, written task, internet research, observation of practical work HSC course: Portfolio of evidence	**Work placement Journal must be completed
Term 6-7	SITHCCC207 BSBWOR203B SITHIND201	Use cookery skills effectively Work effectively with others* Source and use information on the hospitality industry*	C C E	E M* M*	20 15 20	Cluster F - Working Effectively with others Third Party and direct observation of completion of a minimum of 12 service periods, including workplace journal(s). Case study/scenario, written task, Self-Assessment HSC course: Portfolio of evidence	
		* Units of Competencies examinable in the HSC examination		Total Hours	245	** The final estimate exam mark will only be used as the HSC exam mark in the advent of misadventure. This mark should be derived from a minimum of two exams over the 240 hour course.	



Education
Public Schools

ULTIMO 90072
RETAIL SERVICES ASSESSMENT SCHEDULE
Preliminary Year 2017 – HSC 2018
QUALIFICATION: SIR20212 Certificate II in Retail Services
Training Package: SIR07 3.3 Retail Services

BOS course code
240 X 2 YR: 26901
240 X 1 YR: 26902

TERM	Unit Code	Units Of Competency	AOFCORE/ELECTIVE	BOSTES STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	Prelim and HSC Exam weightings to total 100%**
Term 1	6 PRELIMINARY UOCs						240 Indicative Hours over 2 yrs 35 hrs Work placement
	SIRXWHS101	Apply safe work practices	C	M	15	Cluster A: Safety Observation of practical, written, portfolio of evidence	
	SIRXCCS202	Interact with customers	C	M	20	Cluster B: Customer Service Workplace simulation, practical observation, portfolio of evidence	
SIRXCOM101	Communicate in the workplace to support team and customer outcomes	C	M	8			
Term 2	SIRXCOM101	Communicate in the workplace to support team and customer outcomes	C	M	7	Cluster C: Working in the Industry Written, visual presentation	35 hrs Work placement
	SIRXIND101	Work effectively in a customer service environment	C	M	20		
Term 3	SIRXICT001A	Operate retail technology	C	E	20	Cluster D: Retail Technology Scenarios, written task, practical observation	35 hrs Work placement
	SIRXFIN201	Balance and secure point of sale terminal	E	E	15		
Term 4	8 HSC UOCs						The final estimate exam mark will only be used as the HSC exam mark in the advent of misadventure. This mark should be derived from two exams.
	SIRXCLM101	Organise and maintain work areas	C	E	10	Cluster E : Stock Maintenance Written assignment, practical observation	
	SIRXINV001A	Perform stock control procedures	E	E	20		
Term 5	SIRXCCS201	Apply point- of- sale handling procedures	C	M	20	Cluster F : Sales and Security Scenarios, role play, written assignment	
	SIRXRSK201	Minimise loss	C	M	10		
	SIRXSLS201	Sell products and services	E	M	15		
Term 6 - 7	SIRXMER201	Merchandise products	E	S	20	Cluster G: Retail General Selling written assignment, workplace simulation/practical observation	
	SIRXSLS002A	Advise on products and services	E	S	20		
	SIRXMER202	Plan, create and maintain displays	E	E	15		
<i>BOSTES requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			Total hours		240	<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>	

SPORT COACHING ASSESSMENT SCHEDULE
Preliminary Year 2017- 2018
 QUALIFICATION : SIS20513 Certificate II Sport Coaching
 Training Package: SIS10 Sport, Fitness and Recreation v3.1

BEC
BOS course
code
240 X 2 YR
50402

TERM	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	BOS MAINSTREAM/ ELECTIVE	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	Prelim and HSC Exam
	6 PRELIMINARY UoCs						
Term 1 -2	SISXCAI102A	Assist in preparing and conducting sport and recreation sessions	C	C	15	Cluster A: Introduction to coaching Written, Observation of practical	260 Indicative Hours over 2 yrs
	SISSSCO202	Coach beginner or novice participants to develop fundamental motor skills	C	C	20		
	SISSSCO101	Develop and update knowledge of coaching practices	C	C	20		
	SISSSDE201	Communicate effectively with others in a sport environment	C	C	15		
Term 2-3	SISSSPT201A	Implement sports injury prevention	E	E	15	Cluster B: Your Sport Written, Observation of practical	
	SISSNTB204A	Teach foundation netball skills OR	E	E	25		
	SISSRGL204A	Teach the skills of rugby league for modified games OR	E	E	25		
	SISSSUR201A	Teach the basic skills of surf life saving	E	E	25		
	8 HSC UoCs						
Term 4	SISXWHS101	Follow work health and safety policies	C	C	15	Cluster C: Organise daily work Written, Observation of practical	70 hrs Work placement
	BSBWOR202A	Organise and complete daily work activities	C	C	15		
Term 5	SISXIND211	Develop and update sport, fitness and recreation industry knowledge	C	C	20	Cluster D: Athletics Written, Observation of practical	
	SISSATH201A	Teach the fundamental skills of athletics	E	E	25		
Term 6-7	SISSBSB201A	Teach fundamental basketball skills	E	E	25	Cluster E: Basketball Written, Observation of practical	
	SISSSOF202	Officiate games or competitions	E	E	20		
	SISSSOF101	Develop and update officiating knowledge	E	E	10		
Stand alone	HLTAID003	Provide first aid (to be delivered by an external RTO)	C	C	20	Credit transfer for this unit when delivered by another RTO	
This course is a VET Content Endorsed Course and does not count towards the ATAR. No HSC exam in this course.					Total	260	

