



2018

**YEAR 11
(Preliminary)
HSC COURSE
Assessment
Policy &
Schedules**

Revised and updated 20 November 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.

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Dates to Remember

**VET Workplacement Orientation
(compulsory for all VET students)**
Wednesday, Term 1 Week 9
28 March 2018

Semester 2 (End of Year) Examinations
Term 3 Weeks 9 to 10
Monday 17 September – Thursday 27 September 2018

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

HIGHER SCHOOL CERTIFICATE

THE CERTIFICATE

The NSW Education Standards Authority (NESA) 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 and make a serious attempt at the requisite 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 the NSW Education Standards Authority 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.

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 Year 11 (Preliminary) course. This can include attempts at tasks that have been deemed to be 'non-serious' (page 21) and the accumulation of non-attempts at portions of examinations.

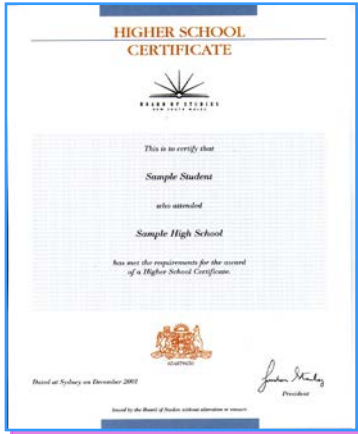
Year 11 (Preliminary) Course assessment tasks are formal tasks which require set procedures to be followed by both the school and the students. The scheduling of tasks for the whole course is published in this book and students must familiarise themselves with the timing and nature of the task schedule.

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.

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.

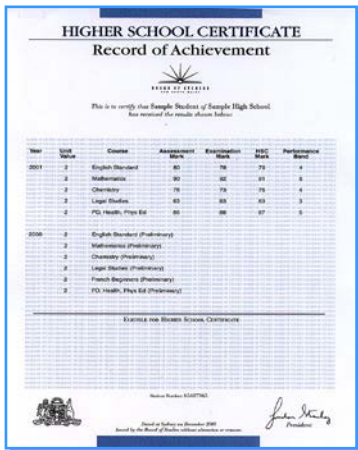
On successful completion of the HSC you will receive the Higher School Certificate Testamur, a Record of Achievement and a Course Report for all courses in which a student sat an examination.



Higher School Certificate Testamur

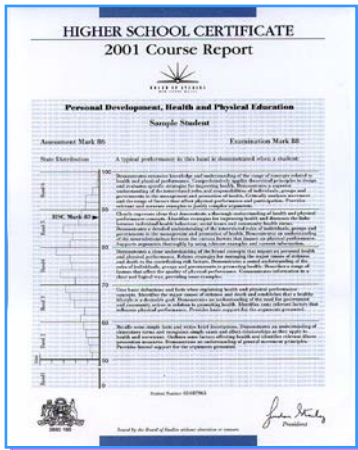
Your Higher School Certificate shows:

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



Record of School Achievement

Your Record of Achievement is a statement of **Preliminary/Year 11 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 YEAR 11 (PRELIMINARY) COURSE ASSESSMENT

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 Preliminary Course Assessment program is a comprehensive assessment program with details of compulsory tasks and examinations. It is provided for each student near the beginning of the Year 11 (Preliminary) 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. Examinations

Any scheduled examinations are part of the Year 11 (Preliminary) Course assessment task program and exactly the same rules and regulations apply as for the other Year 11 (Preliminary) Course 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.

YEAR 11 (PRELIMINARY) COURSE 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 Assessment Task Committee (Deputy Principal, in consultation with the Principal).

It is NOT automatic that your appeal will be accepted. You should contact the 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 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 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 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 Year 11 (Preliminary) 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 Year 11 (Preliminary) Course results. This may mean that the students will not be eligible for the award of a Higher School Certificate, as a minimum of 12 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 this booklet.

All estimates for Year 11 (Preliminary) Course 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 fulfill an important function in assessing students' achievement. As external examinations are used on a state-wide basis to measure student performance, students at GRC Oatley are exposed to rigorous formal examinations not only for assessment but also for experience in examination conduct, procedure and technique. Formal examinations may include oral examinations and performance examinations. The school has stringent rules of conduct in examinations. Not following these rules can result in a ZERO being awarded.

A list of examination rules is provided in Appendix B.

YEAR 11 (PRELIMINARY) ASSESSMENT PROGRAM FREQUENTLY ASKED QUESTIONS

16. 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.

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 Illness/Misadventure 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 Deputy Principal

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

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 the 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 Year 11 (Preliminary) Course 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 11 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 11?

For a student who repeats Year 11, an assessment will be given which will be based on work/task completed in the repeat year only.

YEAR 11 (PRELIMINARY) COURSE ASSESSMENT PROGRAM MALPRACTICE POLICY

31. What is malpractice?

Malpractice, including plagiarism, in the Year 11 (Preliminary) Course 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.

YEAR 11 (PRELIMINARY) COURSE ASSESSMENT PROGRAM NON-SERIOUS ATTEMPT POLICY

35. Completion of Year 11 (Preliminary) Course 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”.

YEAR 11 (PRELIMINARY) COURSE 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 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 NESAs does not stipulate a specific attendance requirement, the school, in accordance with NESAs 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, 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.

Appendix A



**GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
ILLNESS / MISADVENTURE APPEAL / DEFERRED EXAMS**

NAME: _____

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.

Your result was below the estimate. Your mark has been adjusted accordingly. Your estimate is _____

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

Head Teacher's signature: _____ Date: / /

Office: 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)

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

B/ Performance in an Assessment Task

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

Please note:

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

Appendix B

Examination Rules

All students are required to conduct themselves in examinations according to the following:

1. **FULL SCHOOL UNIFORM MUST BE WORN TO ALL EXAMINATIONS.**
2. Assemble on the Level near the exam space being used for the exam at least ten minutes before the starting time for each examination.
3. You will need to have your **OFFICIAL SCHOOL STUDENT ID** card on the table for Identification purposes..
4. Have all the equipment you will need for the examination removed from your bags.
5. You **MUST** use a **BLACK PEN** in all exams.
6. Only the essential equipment you will need for the examination will be allowed to be taken to your desk (no pencil cases or electronic equipment not approved by the NSW Education Standards Authority). All other equipment and bags must be left in the area indicated by the supervisor. Mobile Phones need to be turned off and left in bags or in a box at the front of the room.
7. No student will be admitted after the first hour nor will be permitted to leave the exam.
8. No food or drink (except water) is to be taken to your examination desk.
9. You must enter the examination room quietly. There is to be no talking from the first time the first paper has been given out until the last paper has been collected and you have been instructed to leave the room. Any talking after the commencement of the examination could result in cancellation of all or part of your exam paper.
10. Cheating in an examination is a very serious offence. Students suspected of seeking to obtain information from any source not approved for that paper may have their paper cancelled.
11. If you have a problem during an examination or you have completed your paper and wish to leave, raise your hand to attract the attention of a supervisor. **DO NOT** leave your seat.
12. Teachers supervising an examination are not permitted to give assistance of any kind, except to clarify a misprint in the paper. Interpretation of questions will not be offered.
13. Each student is responsible for ensuring that all of their answers are appropriately bundled with their name on each sheet and handed in at the end of the session.
14. Prepare yourself for each examination the night before. Check you have all the necessary equipment you will need (pens, pencil, ruler, compass, protractor, calculator, paper etc). Check the starting time for each examination. Take your examinations seriously – they are important!
15. **ABSENCE.** If you are absent on the day of an examination a parent or guardian **MUST** phone the school to explain your absence. As soon as you are able to, you must report to the Head Teacher Administration, Ms Gemisi, and fill in the **DEFER AN EXAM** section on the **ILLNESS/MISADVENTURE FORM** with evidence attached e.g. Medical Certificate. She will organise an alternative exam time for you. Failure to follow this procedure may result in you being given **ZERO** for the examination.

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 11 ASSESSMENT CALENDAR

Term 1, 2018

Tuesday 30th January – Friday 13th 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	Friday 9 th February – Year 11 VET Conference	A
3 12/2		B
4 19/2		A
5 26/2		B
6 5/3		A
7 12/3	Community & Family Studies, PDHPE,	B
8 19/3	Ancient History, Chemistry, Engineering Studies, English (Advanced, & Standard), Food Technology, Information Processes & Technology, Mathematics, Mathematics Standard	A
9 26/3 (Good Friday 30/3)	Biology, Business Studies, Earth & Environmental, Food Technology, French Beginners, Italian Beginners, Japanese Beginners, Japanese Continuers, Mathematics Ext 1, Modern Greek Beginners, Society & Culture, Software Design & Development,	B VET Work placement Orientation (Compulsory)
10 3/4 (Tuesday)	Chinese & Literature, Dance, Design & Technology, English Studies, Geography, Industrial Technology, Investigating Science, Legal Studies, Modern History, Music 1, Visual Arts, VET Cluster tasks due	A
11 9/4	Economics, English EAL/D, English Ext 1	B

YEAR 11 ASSESSMENT CALENDAR

Term 2, 2018

Tuesday 1st May – Friday 6th July

WEEK beginning	SUBJECTS ASSESSED	Wednesday Session 1
1 1/5 30th SDD		A
2 7/5	Music 2, Physics,	B
3 14/5	Mathematics, Mathematics Standard, PDHPE, Textiles & Design	A
4 21/5	Earth & Environmental, Mathematics Ext 1	B
5 28/5	Ancient History, Drama, Visual Arts	A
6 4/6		B
7 12/6 (Tue)	Ceramics, Engineering Studies, English Studies, Sport Lifestyle & Recreation,	A
8 18/6	Biology, Chinese & Literature, Community & Family Studies, Food Technology, French Beginners, Information Processes & Technology, Italian Beginners, Legal Studies, Modern Greek Beginners, Society & Culture	B
9 25/6	Chemistry, Economics, English EAL/D, Food Technology, Japanese Beginners, Japanese Continuers, Modern History, Music 1, Music 2, Software Design & Development, VET Cluster tasks due	A
10 2/7	Business Studies, Dance, Design & Technology, Drama, English (Advanced & Standard), Investigating Science	B

YEAR 11 ASSESSMENT CALENDAR

Term 3, 2018

Tuesday 24 July – Friday 28 September

WEEK beginning	SUBJECTS ASSESSED	Wednesday Session 1
1 24/7 (23th SDD)	English Extension 1	A
2 30/7	Geography, Physics	B
3 6/8	Textiles & Design,	A
4 13/8	Sport Lifestyle & Recreation,	B
5 20/8		A
6 27/8	Ceramics, Industrial Technology	B
7 3/9	VET Cluster tasks due	A
8 10/9	English Studies	B
9 17/9	YEARLY EXAMINATIONS Music 1 Performance	A
10 24/9	YEARLY EXAMINATIONS Dance, Drama Group Performance, Music 1 Performance	B



GRC Oatley Senior Campus

2018

**ENGLISH
YEAR 11
Assessment
Schedules**

Revised and updated 16 November 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

YEAR 11 COURSE

2018 ASSESSMENT SCHEDULE

COURSE: ADVANCED ENGLISH (2 UNIT)

Components	Weighting %	TASK 1 Term 1 Week 8 Research Task	TASK 2 Term 2 Week 10 Multimodal	TASK 3 Term 3 Examination Period Yearly Examination
Knowledge and understanding of course content	50	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20
MARKS	100	30	30	40
Outcomes Assessed		11EN-1, 11EN-2, 11EN-3, 11EN-4, 11EN-5, 11EN-6, 11EN-7, 11EN-9	11EN-1, 11EN-2, 11EN-3, 11EN-4, 11EN-7, 11EN-8, 11EN-9	11EN-1, 11EN-3, 11EN-4, 11EN-5, 11EN-7, 11EN-8

Course Outcomes:

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

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 11 COURSE

2018 ASSESSMENT SCHEDULE

COURSE: STANDARD ENGLISH (2 UNIT)

Components	Weighting %	TASK 1 Term 1 Week 8 Text Analysis	TASK 2 Term 2 Week 10 Website & Multimodal	TASK 3 Term 3 Examination Period Yearly Examination
Knowledge and understanding of course content	50	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20
MARKS	100	30	30	40
Outcomes Assessed		11EN-1, 11EN-2, 11EN-3, 11EN-4, 11EN-5, 11EN-6, 11EN-7, 11EN-9	11EN-1, 11EN-2, 11EN-3, 11EN-4, 11EN-5, 11EN-6, 11EN-8, 11EN-9	11EN-1, 11EN-3, 11EN-5, 11EN-7, 11EN-9.

Course Outcomes:

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

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 11 COURSE

2018 ASSESSMENT SCHEDULE

COURSE: ENGLISH EAL/D (2 UNIT)

Components	Weighting %	TASK 1 Reading and writing Term 1 Week 11	TASK 2 Multimodal presentation Term 2 Week 9	TASK 3 Formal Examination Term 3 Week 9-10
Knowledge and understanding of course content	50	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20
MARKS	100	30	30	40
Outcomes Assessed		EAL 11-1A, EAL 11-2, EAL 11-3, EAL 11-4, EAL 11-5	EAL 11-1A, EAL 11-1B, EAL 11-4, EAL 11-6, EAL 11-7, EAL 11-8, EAL 11-9	EAL 11-1B, EAL 11-2, EAL 11-3, EAL 11-4, EAL 11-7, EAL 11-9

Course Outcomes:

EAL11-1A responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EAL11-1B communicates information, ideas and opinions in familiar personal, social and academic contexts

EAL11-2 uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies

EAL11-3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning

EAL11-4 applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts

EAL11-5 thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts

EAL11-6 investigates and explains the relationships between texts

EAL11-7 understands and assesses the diverse ways texts can represent personal and public worlds

EAL11-8 identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning

EAL11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 11 COURSE

2018 ASSESSMENT SCHEDULE

COURSE: ENGLISH STUDIES (2 UNIT)

Components	Weighting %	TASK 1	TASK 2	TASK 3
		Term 1 Week 10 Multimodal/Mock Interview	Term 2 Week 7 Timed written response	Term 3 Week 8 Portfolio of Class Work
Knowledge and understanding of course content	50	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20
MARKS	100	30	30	40
Outcomes Assessed		ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-7, ES11-9, ES11-10	ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-7, ES11-8, ES11-9	ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-7, ES11-8, ES11-9, ES11-10

Course Outcomes:

- ES11-1** comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES11-2** identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES11-3** gains skills in accessing, comprehending and using information to communicate in a variety of ways
- ES11-4** composes a range of texts with increasing accuracy and clarity in different forms
- ES11-5** develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
- ES11-6** uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES11-7** represents own ideas in critical, interpretive and imaginative texts
- ES11-8** identifies and describes relationships between texts
- ES11-9** identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
- ES11-10** monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 11 COURSE

2018 ASSESSMENT SCHEDULE

COURSE: ENGLISH EXTENSION 1 (1 UNIT)

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

Course Outcomes:

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



GRC Oatley Senior Campus

2018

**MATHEMATICS
YEAR 11
Assessment
Schedules**

Revised and updated 20 November 2017

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GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 11 COURSE

2018 ASSESSMENT SCHEDULE

COURSE: MATHEMATICS (2 UNIT)

Components	Weighting %	TASK 1 Term 1 Week 8 Formal Assignment	TASK 2 Term 2 Week 3 Test	TASK 3 Term 3 Exam Period Yearly Examination
Basic Arithmetic and Algebra, Surds Equations	25	25		
Basic Arithmetic and Algebra, Surds, Equations Plane Geometry Functions Trigonometry	35		35	
Basic Arithmetic and Algebra Functions Trigonometry Linear Functions Quadratic Polynomial Calculus	40			40
MARKS	100	25	35	40
Outcomes Assessed		P3, P4	P2, P3, P4, P5	P1, P2, P3, P4, P5, P6, P7, P8

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 a 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

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 11 COURSE

2018 ASSESSMENT SCHEDULE

COURSE: MATHEMATICS EXTENSION 1 (1 UNIT)

Components	Weighting %	TASK 1	TASK 2	TASK 3
		Term 1 Week 9 Formal Assignment	Term 2 Week 4 Test	Term 3 Exam Period Yearly Examination
Extension Algebra Harder Inequalities Permutations / Combinations	25	25		
Extension Algebra Harder Inequalities Permutations & Combinations Circle Geometry Graphs Harder Trig Functions Polynomials	35		35	
Harder Inequalities Circle Geometry Extension Trigonometry Harder Functions Extension Linear Functions Parametric Representation (Parabola) Permutations & Combinations Polynomials Harder Mathematics Questions Division of an Interval in a given ration The Angle Between Two Straight Lines	40			40
MARKS	100	25	35	40
Outcomes Assessed		PE3, PE6	PE2, PE3, PE6	PE 2, PE3, PE4, PE5, PE6

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

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 11 COURSE

2018 ASSESSMENT SCHEDULE

COURSE: MATHEMATICS STANDARD (2 UNIT)

Components	Weighting %	TASK 1 Term 1 Week 8 Assignment or Investigation style task	TASK 2 Test Term 2 Week 3	TASK 3 Term 3 Exam Period Semester 2 Examination
Algebra Formulae and Equations MS-A1 Linear relationships MS-A2 Measurement Applications of Measurement MS-M1	25	25		
Algebra Formulae and Equations MS-A1 Linear relationships MS-A2 Measurement Applications of Measurement MS-M1 Working with time MS-M2	35		35	
Algebra Formulae and Equations MS-A1 Linear relationships MS-A2 Measurement Applications of Measurement MS-M1 Working with time MS-M2 Financial Mathematics Money Matters MS-F1 Statistical Analysis Data Analysis MS-S1 Relative Frequency and Probability MS-S2	40			40
MARKS	100	25	35	40
Outcomes Assessed		MS11-1, MS11-2, MS11-6, MS11-9 MS11-10	MS11-1, MS11-2, MS11-3, MS11-4 MS11-6 MS11-8, MS11-9 MS11-10	MS11-1, MS11-2 MS11-3, MS11-4 MS11-5, MS11-6 MS11-7, MS11-8, MS11-9, MS11-10

Course Outcomes:

MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems.

MS11-2 represents information in symbolic, graphical and tabular form.

MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units.

MS11-4 performs calculations in relation to two-dimensional figures.

MS11-5 models relevant financial situations using appropriate tools.

MS11-6 makes predictions about everyday situations based on simple mathematical models.

MS11-7 develops and carries out simple statistical processes to answer questions posed.

MS11-8 solves probability problems involving multistage events.

MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts.

MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations.



GRC Oatley Senior Campus

2018

**SCIENCE
YEAR 11
Assessment
Schedules**

Revised and updated 8 November 2017

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GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 11 COURSE

2018 ASSESSMENT SCHEDULE

COURSE: BIOLOGY (2 UNIT)

Components	Weighting %	TASK 1	TASK 2	TASK 3
		Term 1 Week 9 Module 3: Biological Diversity	Term 2 Week 8 Module 1: Cells as the basis of Life	Term 3 Week 9-10 All Modules
		Depth Study / Field Study	Depth Study/ Practical Exam	Yearly Examination
Knowledge and understanding	60	15	25	20
Scientific thinking, problem solving and communication	40	10	10	20
MARKS	100	25	35	40
Outcomes Assessed		BIO11/12- 1,2,3,4,5,6,7 BIO 11-10,11	BIO11/12-3,4,7 BIO11-8,9	BIO11-8,9,10,11

Course Outcomes:

- BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11/12-5 analyses and evaluates primary and secondary data and information
- BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
- BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
- BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
- BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 11 COURSE

2018 ASSESSMENT SCHEDULE

COURSE: CHEMISTRY (2 UNIT)

Components	Weighting %	TASK 1	TASK 2	TASK 3
		Term 1 Week 8 Module 1: Properties and structure of Matter	Term 2 Week 9 Module 2: Quantitative Chemistry	Term 3 Week 9-10 All Modules
		Depth Study /Field Study	Depth Study/ Practical Exam	Yearly Examination
Knowledge and understanding	60	15	25	20
Scientific thinking, problem solving and communication	40	10	10	20
MARKS	100	25	35	40
Outcomes Assessed		CH11/12-1, 2, 4, 5, 6, 7	CH11/12-1, 2, 3, 5, 6	Ch11/12-5, 6, 7, CH11-8, 9, 10, 11

Course Outcomes:

- CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH11/12-5 analyses and evaluates primary and secondary data and information
- CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter
- CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
- CH11-10 explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
- CH11-11 analyses the energy considerations in the driving force for chemical reactions

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 11 COURSE

2018 ASSESSMENT SCHEDULE

COURSE: EARTH AND ENVIRONMENTAL (2 UNIT)

Components	Weighting	TASK 1	TASK 2	TASK 3
	%	Term 1 Week 9 Module	Term 2 Week 4 Module	Term 3 Week 9-10 All Modules
		Depth Study/ Practical Exam	Depth Study/ Research Task	Yearly Examination
Knowledge and understanding	60	15	25	20
Scientific thinking, problem solving and communication	40	10	10	20
MARKS	100	25	35	40
Outcomes Assessed		EES11-1, EES11-2, EES11-3, EES11-4, EES11-5, EES11-6, EES11-7	EES11-1, EES11-2, EES11-3, EES11-4, EES11-5, EES11-6, EES11-7	EES11-8, EES11-9, EES11-10, EES11-11

Course Outcomes:

- EES11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- EES11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- EES11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- EES11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- EES11/12-5 analyses and evaluates primary and secondary data and information
- EES11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- EES11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- EES11-8 describes the key features of the Earth’s systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated
- EES11-9 describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
- EES11-10 describes the factors that influence how energy is transferred and transformed in the Earth’s systems
- EES11-11 describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 11 COURSE

2018 ASSESSMENT SCHEDULE

COURSE: INVESTIGATING SCIENCE (2 UNIT)

Components	Weighting %	TASK 1	TASK 2	TASK 3
		Term 1 Week 10 Modules 1 and 2: Cause and Effect – Observing & Inferences and Generalisations	Term 2 Week 10 Modules 2 and 3: Cause and Effect – Inferences and Generalisations & Scientific Models	Term 3 Week 9-10 All Modules
		Depth Study /Field Study	Depth Study/ Practical Exam	Yearly Examination
Knowledge and understanding	60	15	25	20
Scientific thinking, problem solving and communication	40	10	10	20
MARKS	100	25	35	40
Outcomes Assessed		INS 11/12-1,4,5,6,7 INS 11-8,9	INS 11/12- 1,2,3,4,5,6,7 INS 11-8,9	INS/12 -4,5,6,7 INS-8,9,10,11

Course Outcomes:

- INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- INS11/12-5 analyses and evaluates primary and secondary data and information
- INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- INS11-8 identifies that the collection of primary and secondary data initiates scientific investigations
- INS11-9 examines the use of inferences and generalisations in scientific investigations
- INS11-10 develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
- INS11-11 describes and assesses how scientific explanations, laws and theories have developed

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 11 COURSE

2018 ASSESSMENT SCHEDULE

COURSE: PHYSICS (2 UNIT)

Components	Weighting	TASK 1	TASK 2	TASK 3
	%	Term 2 Week 2 Module 2: Dynamics	Term 3 Week 2 Module 3: Waves and thermodynamics	Term 3 Week 9-10 All Modules
		Depth Study /Field Study	Depth Study/ Practical Exam	Yearly Examination
Knowledge and understanding	60	15	25	20
Scientific thinking, problem solving and communication	40	10	10	20
MARKS	100	25	35	40
Outcomes Assessed		PH11/12- 1,2,3,4,5,6,7 PH11-9	PH11/12- 1,2,3,4,5,6,7 PH11- 10	PH11/12- 1,2,3,4,5,6,7 PH11-8,9,10,11

Course Outcomes:

- PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11/12-5 analyses and evaluates primary and secondary data and information
- PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH11-8 describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration
- PH11-9 describes and explains events in terms of Newton’s Laws of Motion, the law of conservation of momentum and the law of conservation of energy
- PH11-10 explains and analyses waves and the transfer of energy by sound and light
- PH11-11 explains and quantitatively analyses electric fields, circuitry and thermodynamic principles



GRC Oatley Senior Campus

2018

**HSIE
YEAR 11
(PRELIMINARY)
Assessment
Schedules**

Revised and updated 12 November 2017

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GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 11 COURSE

2018 ASSESSMENT SCHEDULE

COURSE: ANCIENT HISTORY (2 UNIT)

Components	Weighting	TASK 1 Supported by class work Term 1 Week 8 Source Analysis	TASK 2 Supported by class work Term 2 Week 5 Historical Investigation	TASK 3 Supported by class work Term 3 Examination Period Yearly Examination
Knowledge and understanding of course content	40	10		30
Historical skills in the analysis and evaluation of sources and interpretations	20	10	5	5
Historical inquiry and research	20		20	
Communication of historical understanding in appropriate forms	20	10	5	5
MARKS	100%	30	30	40
Outcomes		AH11-6 AH11-7 AH11-9 AH11-10	AH11-3 AH11-4 AH11-5 AH11-6 AH11-8 AH11-9	AH11-1 AH11-2 AH11-6 AH11-7 AH11-9

Course Outcomes:

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

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 (PRELIMINARY) HIGHER SCHOOL CERTIFICATE
2018 ASSESSMENT SCHEDULE

COURSE: BUSINESS STUDIES (2 UNIT)

Components	Weighting	TASK 1 Supported by class work Term 1 Week 9 Wed Session 5 Research and response	TASK 2 Supported by class work Term 2 Week 10 Small Business Plan	TASK 3 Supported by class work Term 3 Examination Period Yearly Examination
Knowledge & understanding of course content	40	10	10	20
Stimulus-based skills	20		10	10
Inquiry and research	20	10	10	
Communication of business information, ideas & issues in appropriate forms	20	10		10
MARKS	100%	30	30	40
Outcomes		P1, P2, P6, P7, P8, P9	P1, P3, P6, P7, P9, P10	P2, P3, P4, P5, P6, P8, P9, P10

Course Outcomes:

- P1 discusses the nature of business, its role in society & types of business structure
- P2 explains the internal & external influences on businesses
- P3 describes the factors contributing to the success or failure of small to medium enterprises
- P4 assesses the processes & interdependence of key business functions
- P5 examines the application of management theories & strategies
- P6 analyses the responsibilities of business to internal & external stakeholders
- P7 plans and conducts investigations into contemporary business issues
- P8 evaluates information for actual & hypothetical business situations
- P9 communicates business information & issues in appropriate formats
- P10 applies mathematical concepts appropriately in business situations

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 (PRELIMINARY) HIGHER SCHOOL CERTIFICATE
2018 ASSESSMENT SCHEDULE

COURSE: ECONOMICS (2 UNIT)

Components	Weighting	TASK 1 Supported by class work Term 1 Week 11 Topic Test	TASK 2 Supported by class work Term 2 Week 9 Extended response	TASK 3 Supported by class work Term 3 Examination Period Yearly Examination
Knowledge and understanding of course content	40	10	10	20
Stimulus-based skills	20	10		10
Inquiry and research	20	5	15	
Communication of economic information, ideas and issues in appropriate forms	20	5	5	10
MARKS	100%	30	30	40
Outcomes		P1, P2, P4, P7, P10, P12	P1, P3, P8, P9, P10, P11, P12	P1, P2, P5, P6, P7, P8, P10, P11

Course Outcomes:

- P1 demonstrates understanding of economic terms, concepts and relationships
- P2 explains the economic role of individuals, firms and government in an economy
- P3 describes, explains and evaluates the role and operation of markets
- P4 compares and contrasts aspects of different economies
- P5 analyses the relationship between individuals, firms, institutions and government in the Australian economy
- P6 explains the role of government in the Australian economy
- P7 identifies the nature and causes of economic problems and issues for individuals, firms and governments
- P8 applies appropriate terminology, concepts and theories in economic contexts
- P9 selects and organises information from a variety of sources for relevance and reliability
- P10 communicates economic information, ideas and issues in appropriate forms
- P11 applies mathematical concepts in economic contexts
- P12 works independently and in groups to achieve appropriate goals in set timelines

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 (PRELIMINARY) HIGHER SCHOOL CERTIFICATE
2018 ASSESSMENT SCHEDULE

COURSE: GEOGRAPHY (2 UNIT)

Components	Weighting	TASK 1 Supported by class work Term 1 Week 10 Research Task Biophysical Interactions	TASK 2 Supported by class work Term 3 Week 2 SGP Research Report	TASK 3 Supported by class work Term 3 Examination Period Yearly Examination
Knowledge and understanding of course content	40	10	10	20
Geographical tools and skills	20	5	10	5
Geographical inquiry and research, including fieldwork	20	5	10	5
Communication of geographical information, ideas and issues in appropriate forms	20		10	10
MARKS	100%	20	40	40
Outcomes		P1, P2, P3, P7, P8, P9	P7, P8, P9, P10, P11, P12	P1, P3, P4, P5, P6, P12

Course Outcomes:

- P1 differentiates between spatial and ecological dimensions in the study of geography
- P2 describes the interactions between the four components which define the biophysical environment
- P3 explains how a specific environment functions in terms of biophysical factors
- P4 analyses changing demographic patterns and processes
- P5 examines the geographical nature of global challenges confronting humanity
- P6 identifies the vocational relevance of a geographical perspective
- P7 formulates a plan for active geographical inquiry
- P8 selects, organises and analyses relevant geographical information from a variety of sources
- P9 uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries
- P10 applies mathematical ideas and techniques to analyse geographical data
- P11 applies geographical understanding and methods ethically and effectively to a research project
- P12 communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms.

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 (PRELIMINARY) HIGHER SCHOOL CERTIFICATE
2018 ASSESSMENT SCHEDULE

COURSE: LEGAL STUDIES (2 UNIT)

Components	Weighting	TASK 1 Supported by class work Term 1 Week 10 Topic Test	TASK 2 Supported by class work Term 2 Week 8 Research Task	TASK 3 Supported by class work Term 3 Examination Period Yearly Examination
Knowledge and understanding of course content	40	10	10	20
Analysis and evaluation	20	10	5	5
Inquiry and research	20	5	15	
Communication of legal information, ideas and issues in appropriate forms	20	5	5	10
MARKS	100%	30	35	35
Objectives		P1, P2, P3, P4, P9	P1, P5, P6, P7, P8, P10	P1, P2, P9, P10

Course Outcomes:

- P1 identifies & applies legal concepts and terminology
- P2 describes the key features of Australian and international law
- P3 describes the operation of domestic & international legal systems
- P4 discusses the effectiveness of the legal system in addressing issues
- P5 describes the role of law in encouraging co-operation & resolving conflict, as well as initiating & responding to change
- P6 explains the nature of the inter-relationship between the legal system & society
- P7 evaluates the effectiveness of the law in achieving justice
- P8 locates, selects & organises legal information from a variety of sources including legislation, cases, media, international instruments & documents
- P9 communicates legal information using well-structured responses
- P10 accounts for differing perspectives & interpretations of legal information & issues

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 11 COURSE

2018 ASSESSMENT SCHEDULE

COURSE: MODERN HISTORY (2 UNIT)

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

Course Outcomes:

MH11-1 describes the nature of continuity and change in the modern world

MH11-2 proposes ideas about the varying causes and effects of events and developments

MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past

MH11-4 accounts for the different perspectives of individuals and groups

MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world

MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument

MH11-7 discusses and evaluates differing interpretations and representations of the past

MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

MH11-10 discusses contemporary methods and issues involved in the investigation of modern history

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 (PRELIMINARY) HIGHER SCHOOL CERTIFICATE
2018 ASSESSMENT SCHEDULE

COURSE: SOCIETY AND CULTURE (2 UNIT)

Components	Weighting	TASK 1 Supported by class work Term 1 Week 9 The social and cultural world	TASK 2 Supported by class work Term 2 Week 8 MINI PIP	TASK 3 Supported by class work Term 3 Examination Period Yearly Examination
Knowledge and understanding of course content	50	20		30
Application and evaluation of social and cultural research methods	30		20	10
Communication of information, ideas and issues in appropriate forms	20	10	10	
MARKS	100%	30	30	40
Outcomes		P1, P3, P6, P7, P9, P10	P5, P6, P7, P8, P9, P10, P11	P2, P3, P4, P7, P8, P9

Course Outcomes:

- P1 describes the interaction between persons, societies, cultures and environments across time
- P2 identifies and describes relationships within and between social and cultural groups
- P3 describes cultural diversity and commonality within societies and cultures
- P4 explains continuity and change, and their implications for societies and cultures
- P5 investigates power, authority, gender and technology, and describes their influence on decision-making and participation in society
- P6 differentiates between, and applies, the methodologies of social and cultural research
- P7 applies appropriate language and concepts associated with society and culture
- P8 selects, organises and considers information and sources for usefulness, validity and bias
- P9 plans an investigation and analyses information from a variety of perspectives and sources
- P10 communicates information, ideas and issues using appropriate written, oral and graphic forms
- P11 works independently and in groups to achieve appropriate goals in set timelines.



GRC Oatley Senior Campus

2018

**HEALTH
STUDIES
YEAR 11
(PRELIMINARY)
Assessment
Schedules**

Revised and updated 8 November 2017

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GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 11 (PRELIMINARY) COURSE

2018 ASSESSMENT SCHEDULE

COURSE: COMMUNITY AND FAMILY STUDIES (2 UNIT)

Components	Weighting %	TASK 1	TASK 2	TASK 3
		Term 1 Week 7 Case Study Resource Management	Term 2 Week 8 Movie Analysis Leadership	Term 3 Exam Period Yearly Examination
Knowledge and understanding of course content	40	15	15	10
Skills in critical thinking, research methodology, analysing and communicating	60	20	20	20
MARKS	100	35	35	30
Outcomes Assessed		P1.1, 1.2, P4.2, P5.1, P6.1	P2.1, 2.3, 4.1, 4.2	P1.1-6.2

Course Outcomes:

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

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 11 (PRELIMINARY) COURSE

2018 ASSESSMENT SCHEDULE

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

Components	Weighting %	TASK 1	TASK 2	TASK 3
		Term 1 Week 7 Research and responding Scaffolding task. Influences on the health of Individuals	Term 2 Week 3 Practical application and topic response task. Physical fitness, training, movement efficiency and anatomy and physiology	Term 3 Exam Period Yearly Examination
Knowledge and understanding of course content	40	10	10	20
Skills in critical thinking, research, analysing and communicating	60	20	20	20
MARKS	100	30	30	40
Outcomes Assessed		P1, 2, 3, 4, 15, 16	P7, 8, 9, 10, 11, 16, 17	P1 -12

Course Outcomes:

- P1 identifies and examines why individuals give different meanings to health
- P2 explains how a range of health behaviours affect an individual's health
- P3 describes how an individual's health is determined by a range of factors
- P4 evaluates aspects of health over which individuals can exert some control
- P5 describes factors that contribute to effective health promotion
- P6 proposes actions that can improve and maintain an individual's health
- P7 explains how body systems influence the way the body moves
- P8 describes the components of physical fitness and explains how they are monitored
- P9 describes biomechanical factors that influence the efficiency of the body in motion
- P10 plans for participation in physical activity to satisfy a range of individual needs
- P11 assesses and monitors physical fitness levels and physical activity patterns
- P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
- P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
- P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
- P15 forms opinions about health-promoting actions based on a critical examination of relevant information
- P16 uses a range of sources to draw conclusions about health and physical activity concepts
- P17 analyses factors influencing movement and patterns of participation

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 11(PRELIMINARY) COURSE

2018 ASSESSMENT SCHEDULE

COURSE: SPORT, LIFESTYLE AND RECREATION (2 UNIT)

Components	Weighting %	TASK 1	TASK 2	TASK 3
		Term 2 Week 7 Fitness Assessment and Resistance	Term 3 Week 4 Social Perspective Game Sport Applications	Term 3 Exam Period End of year examination
Module: Fitness	25	20		5
Module: Resistance Training	25	10		15
Module: Social perspectives of games and sports	25		15	10
Module: Games and sports applications 1	25		15	10
MARKS	100	30	30	40
Outcomes Assessed		P1.2, 1.3, 2.2, 2.5, 3.2, 3.3, 4.1, 4.4	P1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.7, 4.1, 4.4, 4.5	P1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.7, 4.1, 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 goal
- 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



GRC Oatley Senior Campus

2018

**TAS
YEAR 11
(PRELIMINARY)
Assessment
Schedules**

Revised and updated 8 November 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

YEAR 11 (PRELIMINARY) COURSE

2018 ASSESSMENT SCHEDULE

COURSE: DESIGN AND TECHNOLOGY (2 UNIT)

Components	Weighting %	TASK 1 Term 1 Week 10 Preliminary Project 1	TASK 2 Term 2 Week 10 Preliminary Project 2	TASK 3 Term 3 Exam Period Yearly Examination
Knowledge and understanding of course content	40	10	10	20
Knowledge and skills in designing, managing, producing and evaluating design projects	60	20	20	20
MARKS	100	30	30	40
Outcomes Assessed		P1,1, 2.1, 3.1, 4.1, 4.2, 4.3, 6.1	P2.2, 3.2, 4.2, 4.3, 5.1, 5.2, 5.3	Selection of outcomes will be assessed

Course Outcomes:

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

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 11 (PRELIMINARY) COURSE

2018 ASSESSMENT SCHEDULE

COURSE: ENGINEERING STUDIES (2 UNIT)

Components	Weighting %	TASK 1 Term 1 Week 8 Exemplar Report	TASK 2 Term 2 Week 7 Analytical and Graphical Analysis	TASK 3 Term 3 Exam Period Yearly Examination
Knowledge and understanding of course content	40	10	10	20
Knowledge and skills in the management, communication and production of projects	60	10	30	20
MARKS	100	20	40	40
Outcomes Assessed		P1.1, 1.2, 2.1, 3.1, 3.2, 4.3, 6.1	P3.1, 3.3, 5.1, 5.2, 6.2	P2.1, 2.2, 3.1, 4.1, 4.2, 5.2

Course Outcomes:

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

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 11 (PRELIMINARY) COURSE

2018 ASSESSMENT SCHEDULE

COURSE: FOOD TECHNOLOGY (2 UNIT)

Components	Weighting %	TASK 1	TASK 3	TASK 4
		Term 1 Week 8/9 Food Quality Experiment and Preparation	Term 2 Week 8/9 Nutrition Investigation	Term 3 Exam Period Yearly Examination
Knowledge and understanding of course content	20	5	5	30
Knowledge and skills in designing, researching, analysing and evaluating	30	15	15	10
Skills in experimenting with and preparing food by applying theoretical concepts	30	15	15	
MARKS	100	35	35	30
Outcomes Assessed		P2.2, 3.2, 4.1, 4.2, 4.4, 5.1	P2.1, 3.1, 3.2, 4.1, 4.3, 5.1	P1.1, 1.2, 2.2, 4.4, 5.1

Course Outcomes:

- P 1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
- P 1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
- P 2.1 explains the role of food nutrients in human nutrition
- P 2.2 identifies and explains the sensory characteristics and functional properties of food
- P 3.1 assesses the nutrient value of meals/diets for particular individuals and groups
- P 3.2 presents ideas in written, graphic and oral form using computer software where appropriate
- P4.1 selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food
- P4.2 plans, prepares and presents foods which reflect a range of the influences on food selection
- P4.3 selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
- P4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
- P 5.1 generates ideas and develops solutions to a range of food situations

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 11 (PRELIMINARY) COURSE

2018 ASSESSMENT SCHEDULE

COURSE: INDUSTRIAL TECHNOLOGY - Timber Products & Furnishing Industries (2 UNIT)

INDUSTRIAL TECHNOLOGY - Electronics Industries (2 UNIT)

Components	Weighting %	TASK 1	TASK 2	TASK 3
		Term 1 Week 10 Planning and Communication	Term 3 Week 6 Preliminary Project	Term 3 Exam Period Yearly Examination
Knowledge and understanding of content	40	10	10	20
Knowledge and skills in the management, communication and production of projects	60	10	30	20
MARKS	100	20	40	40
Outcomes Assessed		P 1.1, 1.2, 5.1, 6.2, 7.1, 7.2	P 2,1, 3.1, 4.1, 4.2, 4.3, 5.2	P1.1, 1.2, 2.1, 6.1, 7.1

Progress checks for Project 2

Term 1	Week 10	Folio work statement of intent, workshop drawings, research, timeline, financial plan
Term 2	Week 1	Folio submitted for progress check
Term 2	Week 5	Progress on project check, 40% completion
Term 2	Week 10	Progress on project check, 60% completion
Term 3	Week 5	Progress on project check, 80% completion
Term 3	Week 6	Project and folio completed and handed in

Failure to meet these deadlines for progress checks will result in N award warnings due to not working with sustained effort and diligence.

Course Outcomes:

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

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 11 (PRELIMINARY) COURSE

2018 ASSESSMENT SCHEDULE

COURSE: INFORMATION PROCESSES AND TECHNOLOGY (2 UNIT)

Components	Weighting %	TASK 1	TASK 2	TASK 3
		Term 1 Week 8 Preliminary Project 1	Term 2 Week 8 Preliminary Project 2	Term 3 Exam Period Yearly Examination
Knowledge and understanding of course content	40	10	10	20
Knowledge and skills in the design and development of information systems	60	10	30	20
MARKS	100	20	30	40
Outcomes Assessed		P2.1, 2.2, 3.1, 4.1, 5.1, 6.1, 6.2, 7.1, 7.2	P1.1, 1.2, 2.1, 5.1, 6.1, 6.2, 7.1, 7.2	Selection of outcomes will be assessed

Course Outcomes:

- P1.1 describes the nature of information processes and information technology
- P1.2 classifies the functions and operations of information processes and information technology
- P2.1 identifies and describes the information processes within an information system
- P2.2 recognises and explains the interdependence between each of the information processes
- P3.1 identifies and describes social and ethical issues
- P4.1 describes the historical development of information systems and relates these to current and emerging technologies
- P5.1 selects and ethically uses computer based and non-computer based resources and tools to process information
- P6.1 analyses and describes an identified need
- P6.2 generates ideas, considers alternatives and develops solutions for a defined need
- P7.1 recognises, applies and explains management and communication techniques used in individual and team-based project work
- P7.2 uses and justifies technology to support individuals and teams

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 11 (PRELIMINARY) COURSE

2018 ASSESSMENT SCHEDULE

COURSE: SOFTWARE DESIGN & DEVELOPMENT (2 UNIT)

Components	Weighting	TASK 1	TASK 2	TASK 3
Designing and Producing	%	Term 1 Week 7 Practical Task	Term 2 Week 9 Minor Project	Term 3 Exam Period Yearly Examination
Knowledge and understanding of course content	50	10	20	20
Knowledge and skills in the design and development of software solutions.	50	10	20	20
MARKS	100	20	40	40
Outcomes Assessed		P1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 5.2, 6.1	P1.2, 4.1, 4.2, 4.3, 5.1, 5.2, 6.2, 6.3	Selection of outcomes will be assessed

Course Outcomes:

- P1.1 describes the functions of hardware and software
- P1.2 describes and uses appropriate data types
- P1.3 describes the interactions between the elements of a computer system
- P2.1 describes developments in the levels of programming languages
- P2.2 describes the effects of program language developments on current practices
- P3.1 identifies the issues relating to the use of software solutions
- P4.1 analyses a given problem in order to generate a computer-based solution
- P4.2 investigates a structured approach in the design and implementation of a software solution
- P4.3 uses a variety of development approaches to generate software solutions and distinguishes between these approaches
- P5.1 uses and justifies the need for appropriate project management techniques
- P5.2 uses and develops documentation to communicate software solutions to others
- P6.1 describes the skills involved in software development
- P6.2 communicates with appropriate personnel throughout the software development process
- P6.3 designs and constructs software solutions with appropriate interfaces

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 11 (PRELIMINARY) COURSE

2018 ASSESSMENT SCHEDULE

COURSE: TEXTILES & DESIGN (2 UNIT)

Components	Weighting %	TASK 1 Term 2 Week 3 Practical Project 1 Design & Manufacture	TASK 2 Term 3 Week 7 Practical Project 2 Focus Area Selection	TASK 3 Term 3 Exam Period Yearly Examination
Knowledge and understanding of course content	40	10	10	30
Skills and knowledge in the design, manufacture and management of textiles projects	60	20	20	10
MARKS	100	30	30	40
Outcomes Assessed		P 2.1, 2.3, 3.2	P1.1, 1.2, 2.1, 2.2, 2.3, 4.1	P 1.1, 1.2, 3.1, 3.2, 5.1, 5.2, 6.1

Course Outcomes:

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



GRC Oatley Senior Campus

2018

**CAPA
YEAR 11
(PRELIMINARY)
Assessment
Schedules**

Revised and updated 8 November 2017

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GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 11 (PRELIMINARY) COURSE

2018 ASSESSMENT SCHEDULE

COURSE: CERAMICS (Content Endorsed Course)

Components	Weighting %	TASK 1 Term 2 Week 7	TASK 2 Term 3 Week 6	TASK 4 Year Exams Exam Period
Making	5	5		
Making	65	35	30	
Critical/Historical Study	15	5	5	
Critical/Historical Study	15	15	5	15
MARKS	100	65	40	15
Outcomes Assessed		M1, M2, M3, M4, M5, M6, CH2, CH4	M1, M3, M4, M6, CH1, CH2, CH3, CH4, CH5	CH1, CH3, CH5

Course Outcomes:

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

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 11 (PRELIMINARY) COURSE

2018 ASSESSMENT SCHEDULE

COURSE: DANCE (2 UNIT)

Components	Weighting %	TASK 1	TASK 2	TASK 3
		Term 1 Week 10	Term 2 Week 10	Term 3 Week 10
Performance	40	30		10
Composition	30		30	
Appreciation	30			30
MARKS	100	30	30	40
Outcomes Assessed		1.1, 1.2, 1.3, 1.4, 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, 3.4, 3.5, 3.6	4.1, 4.2, 4.3, 4.4, 4.5

Course Outcomes:

- P1.1 understands dance as the performance and communication of ideas through movement and in written and oral form
- P1.2 understands the use of dance terminology relevant to the study of dance as an artform
- P1.3 develops the skills of dance through performing, composing and appreciating dance
- P1.4 values the diversity of dance as an artform and its inherent expressive qualities
- P2.1 identifies the physiology of the human body as it is relevant to the dancer
- P2.2 identifies the body's capabilities and limitations
- P2.3 recognises the importance of the application of safe dance practice
- P2.4 demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination
- P2.5 performs combinations, phrases and sequences with due consideration of safe dance practices
- P2.6 values self-discipline, commitment and consistency in technical skills and performance
- P3.1 identifies the elements of dance composition
- P3.2 understands the compositional process
- P3.3 understands the function of structure as it relates to dance composition
- P3.4 explores the elements of dance relating to dance composition
- P3.5 devises movement material in a personal style in response to creative problem-solving tasks in dance composition
- P3.6 structures movement devised in response to specific concept/intent
- P3.7 values their own and others' dance activities as worthwhile
- P4.1 understands the socio-historic context in which dance exists
- P4.2 develops knowledge to critically appraise and evaluate dance
- P4.3 demonstrates the skills of gathering, classifying and recording information about dance
- P4.4 develops skills in critical appraisal and evaluation
- P4.5 values the diversity of dance from national and international perspectives

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS
YEAR 11 (PRELIMINARY) HIGHER SCHOOL CERTIFICATE
2018 ASSESSMENT SCHEDULE

COURSE: DRAMA (2 UNIT)

Components	Weighting	TASK 1 Term 2 Week 5 Part A: Individual performance Part B: Research project	TASK 2 Term 2 Week 10 Part A: Scripted Performance Part B: Essay	TASK 3 Term 3 Exam period Yearly Exam
Making	40	20		20
Performing	30	15	15	
Critically Studying	30	5	5	20
MARKS	100%	40	20	40
Outcomes		P1.1, 1.3, 1.5, 2.4, 3.2	P1.2, 1.4, 1.6, 2.1, 2.3, 3.1	P2.2, 3.3

Course Outcomes:

- P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles
- P1.2 explores ideas and situations, expressing them imaginatively in dramatic form
- P1.3 demonstrates performance skills appropriate to a variety of styles and media
- P1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
- P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
- P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action

- P2.1 understands the dynamics of actor-audience relationship
- P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
- P2.3 demonstrates directorial and acting skills to communicate meaning through dramatic action
- P2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces

- P3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
- P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
- P3.3 analyses and synthesizes research and experiences of dramatic and theatrical styles, traditions and movements

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 11 (PRELIMINARY) COURSE

2018 ASSESSMENT SCHEDULE

COURSE: MUSIC 1 (2 UNIT)

Components	Weighting %	TASK 1	TASK 2	TASK 3
		Term 1, Week 10 Part A: Performance Part B: Musicology	Term 2, Week 9 Part A: Composition Part B: Aural	Term 3 Exam Period Part A: Performance Part B: Musicology/Aural
Performance	25	10		15
Composition	25		25	
Musicology	25	15		10
Aural	25		10	15
MARKS	100	25	35	40
Outcomes Assessed		P1, P2, P4, P6	P3, P5, P7, P8, P9, P10, P11	P1, P5, P6, P9

Course Outcomes:

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

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 11 (PRELIMINARY) COURSE

2018 ASSESSMENT SCHEDULE

COURSE: MUSIC 2 (2 UNIT)

Components	Weighting %	TASK 1	TASK 2	TASK 3
		Term 2 Week 2 Composition	Term 2 Week 9 Part A: Performance Part B: Essay	Term 3 Yearly examinations Part A: Performance Part B: Composition Part C: Exam
Performance	25		10	15
Composition	25	15		10
Musicology	25		15	10
Aural	25		10	15
MARKS	100	15	35	50
Outcomes Assessed		P2, 3, 4, 5, 8	P1, 2, 5, 6, 7,10, 11, 12	P1,2,3,4,5,6,7,8,9,10,11,12

Course Outcomes:

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

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 11 (PRELIMINARY) COURSE

2018 ASSESSMENT SCHEDULE

COURSE: VISUAL ARTS (2 UNIT)

Components	Weighting %	TASK 1 Term 1 Week 10 Printmaking the Landscape Body Of Work 10% VAPD 10% Essay 10%	TASK 2 Term 3 Week 5 VANITAS Body of Work 20% VAPD 10% Case Study 15%	TASK 3 Term 3 Exam period Yearly Examination 25%
Art Making & VAPD	50	20	30	
Art History and Art Criticism	50	10	15	25
MARKS	100	30	45	25
Outcomes Assessed		P1-10	P1-10	P7,8,9,10

Course Outcomes:

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



GRC Oatley Senior Campus

2018

**LANGUAGES
YEAR 11
(PRELIMINARY)
Assessment
Schedules**

Revised and updated 8 November 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

YEAR 11 (PRELIMINARY) COURSE

2018 ASSESSMENT SCHEDULE

COURSE: CHINESE AND LITERATURE (2 UNIT)

Components	Weighting %	TASK 1	TASK 2	TASK 3
		Term 1 Week 10 Portfolio	Term 2 Week 8 Speech, Listening to, reading and analysing texts, writing designated articles	Term 3 Exam Period Yearly Examination Listening & responding to a text, reading and responding to questions related to texts, writing designated articles.
Spoken exchanges	10	5	5	
Written exchanges	5	5		
Listening & responding	20	5	5	10
Reading & responding	35	10	15	10
Writing	30	10	10	10
MARKS	100	35	35	30
Outcomes Assessed		2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.5, 3.7, 3.8, 4.1, 4.2	1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.7, 3.8, 4.1	1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.5, 3.7, 3.8, 4.1, 4.2

Course Outcomes:

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

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 11 (PRELIMINARY) COURSE

2018 ASSESSMENT SCHEDULE

COURSE: FRENCH BEGINNERS (2 UNIT)

Components	Weighting %	TASK 1	TASK 2	TASK 3
		Term 1 Week 9 Response to written texts/ written	Term 2 Week 8 Response to spoken texts and oral presentation	Term 3 Exam Period Speaking Practical and Yearly Examination
Speaking	20		10	10
Listening	30		20	10
Reading	30	20		10
Writing	20	10		10
MARKS	100	30	30	40
Outcomes Assessed		2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3

Course Outcomes:

- 1.1 establishes and maintains communication in French
- 1.2 manipulates linguistic structures to express ideas effectively in French
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of French-speaking communities to interact appropriately
- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of French-speaking communities in texts
- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in French
- 3.4 applies knowledge of the culture of French-speaking communities to the production of texts.

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 11 (PRELIMINARY) COURSE

2018 ASSESSMENT SCHEDULE

COURSE: ITALIAN BEGINNERS (2 UNIT)

Components	Weighting %	TASK 1	TASK 2	TASK 3
		Term 1 Week 9 Response to written texts/ written	Term 2 Week 8 Response to spoken texts and oral presentation	Term 3 Exam Period Speaking Practical and Yearly Examination
Speaking	20		10	10
Listening	30		20	10
Reading	30	20		10
Writing	20	10		10
MARKS	100	15	30	40
Outcomes Assessed		2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3

Course Outcomes:

- 1.1 establishes and maintains communication in Italian
- 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 Italian-speaking communities to interact appropriately
- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of Italian-speaking communities in texts
- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Italian
- 3.4 applies knowledge of the culture of Italian-speaking communities to the production of texts.

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 11 (PRELIMINARY) COURSE

2018 ASSESSMENT SCHEDULE

COURSE: JAPANESE BEGINNERS (2 UNIT)

Components	Weighting %	TASK 1	TASK 2	TASK 3
		Term 1 Week 9 Speaking Listening	Term 2 Week 9 Reading Writing	Term 3 Exam Period Yearly Examination
Speaking (Interacting)	20	10		10
Listening (Understanding Texts)	30	20		10
Reading (Understanding Texts)	30		20	10
Writing (Producing Texts)	20		10	10
MARKS	100	30	30	40
Outcomes Assessed		2.2, 2.3, 2.6, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5	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

YEAR 11 (PRELIMINARY) COURSE

2018 ASSESSMENT SCHEDULE

COURSE: JAPANESE CONTINUERS (2 UNIT)

Components	Weighting %	TASK 1	TASK 2	TASK34
		Term 1 Week 9 Speaking Writing	Term 2 Week 9 Listen, Reading, Responding	Term 3 Exam Period Semester 2 Examination
Speaking	20	10		10
Listening and Responding	30		20	10
Reading and Responding	30	10	10	10
Writing in Japanese	20	10		10
MARKS	100	30	30	40
Outcomes Assessed		1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 4.1	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3

Course Outcomes:

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinions and ideas
- 1.4 reflects on aspects of past, present and future experience
- 2.1 applies knowledge of language structures to create original text #
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information
- 3.1 conveys the gist of texts and identifies specific information
- 3.2 summarises the main ideas
- 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context
- 4.1 recognises and employs language appropriate to different social contexts
- 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 reflects upon significant aspects of language and culture

written or spoken text created by students incorporating their own ideas

GEORGES RIVER COLLEGE – OATLEY SENIOR CAMPUS

YEAR 11 (PRELIMINARY) COURSE

2018 ASSESSMENT SCHEDULE

COURSE: MODERN GREEK BEGINNERS (2 UNIT)

Components	Weighting %	TASK 1	TASK 2	TASK 3
		Term 1 Week 9 Oral presentation and response to spoken texts	Term 2 Week 8 Response to written texts/ written	Term 3 Exam Period Speaking Practical and Yearly Examination
Speaking	20	10		10
Listening	30	20		10
Reading	30		20	10
Writing	20		10	10
MARKS	100	30	30	40
Outcomes Assessed		1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3

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
YEAR 11
(PRELIMINARY)
Assessment
Schedules**

Revised and updated 27 November 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	HSC STATUS	HSC INDICATIVE HOURS	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%	
Term 1	7 PRELIMINARY UOCs						240 Indicative Hours over 2 yrs 35 hrs Work placement	
	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	% Preliminary Exam	
	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			
Term 3-4	7 HSC UOCs							35 hrs Work placement % Trial HSC Exam
	BSBITU307	Develop keyboarding speed and accuracy	E	E	25	Cluster D: Fast and On Task Written task, teacher observation, portfolio of evidence, product assessment		
Term 5-6	BSBITU201	Produce simple word processed documents	E	E	20	Cluster E: Minding Your Own Business Written task, scenario, observation of practical work, portfolio of evidence		
	BSBITU202	Create and use spread sheets	E	E	20			
	BSBINM201	Process and maintain workplace information	E	M	20			
Term 7	TLIP2029	Prepare and process financial documents	E	M	20	Cluster F: Back to the Future Written task, case study, scenario		
	BSBINN201	Contribute to workplace innovation	E	M	15			
	BSBIND201	Work effectively in a business environment	E	M	25			
<i>NESA 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>		

TERM	Unit Code	Units Of Competency	AQF CORE/ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
	5 PRELIMINARY UOCs						240 Indicative Hours over 2 years
Term 1	CPCCWHS1001	Prepare to work safely in the construction industry	C	M	10	Cluster A – SafeWork NSW 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.	% Preliminary Exam
Term 2/3	CPCCCA2002B CPCCCA2011A	Use carpentry tools and equipment Handle carpentry materials	E E	M E	20 20	Cluster C - Tool box, Saw Horse or BBQ table Practical, Teacher observations and written test.	35 hrs. Work placement
	9 HSC UOCs						
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.	35 hrs. Work placement
	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.	% Trial HSC Exam
Terms 6/7	CPCCWF2001A CPCCWF2002A	Handle wall and floor tiling materials Use wall and floor tiling tools and equipment	E E	E E	25 10	Cluster E – Wall and Floor Tiling Practical, Teacher observations and written test	The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. It should be derived from a minimum of two exams.
Terms 6/7	CPCCBL2001A CPCCBL2002A	Handle and prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment	E E	E E	20 10	Cluster E – Bricklaying (subject to teacher qual) Practical, teacher observation 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	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.				Total hours	235-245	Units of competency from the HSC focus areas will be included in the optional HSC examination.	



Education
Public Schools

ULTIMO 90072

ENTERTAINMENT INDUSTRY ASSESSMENT SCHEDULE

Preliminary Year 2018 - HSC 2019

QUALIFICATION: Statement of attainment towards CUA30415 Certificate III in Live Production and Services

Training Package: CUA Creative Arts and Culture

NESA code
2 U X 2 YR
26401
LMBR UI Code:
11CUA30415126401B

TERM	Unit Code	Units Of Competency	AOE / CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
6 PRELIMINARY UOCs							
Term 1	CPCCWHS1001	Prepare to work safely in the construction industry	C	M	10	Cluster A – SafeWork NSW WHS Induction Written Test	240 Indicative Hours over 2 years % Preliminary Exam 35 hrs Work placement
Term 1/2	CUAWHS302 CUASOU301	Apply work health and safety practices Undertake live audio operations	C E	M M	15 25	Cluster B: Safe and Sound Observation, written, self-assessment	
Term 3	SITXCCS303 CUAVSS302 CUAIND301	Provide services to customers Operate vision systems Work effectively in the creative arts industry	C E C	M M M	20 25 20	Cluster C: Let's see it! Observation, written, presentation, portfolio	
6 HSC UOCs							
Term 4/5	CUASOU306 CUASTA301 CUALGT301	Operate sound reinforcement systems Assist with production operations for live performances Operate basic lighting	E E E	E M M	20 25 25	Cluster D: Setting the Scene Observation, self –assessment, written	35 hrs Work placement % Trial HSC Exam The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. This mark should be derived from two exams.
Term 6/7	CUASTA202 CUASMT301 MEM18002B	Assist with bump in and bump out of shows Work effectively backstage during performances Use power tools or hand held operations	E E E	E E E	20 25 20	Cluster E: Behind the Scenes Observation, self –assessment, written	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 250			Units of competency from the HSC focus areas will be included in the optional HSC examination.	

TERM	Unit Code	Units Of Competency	AOE / CORE / ELECTIVE	HSC STATUS	HSC Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	9 PRELIMINARY UOCs					Evidence will be collected during Preliminary and HSC Course for the unit of competency <i>SITHCCC011 Use cookery skills effectively</i>	240 Indicative Hours over 2 years
	SITXFSA001	Use hygienic practices for food safety	C	M	10	Cluster A: Getting Ready for Work Written task/scenario, case study & observation of practical work	% Prelim Yearly Exam
	SITXWHS001	Participate in safe work practices	C	M	15		
SITHCCC002	Prepare and present simple dishes	E	E	20			
Term 2	SITXFSA002	Participate in safe food handling practices	E	S	15	Cluster B: Introduction to the Commercial Kitchen Written task, Observation of practical work	35 hrs Work placement
	SITHCCC003	Prepare and present sandwiches	E	E	10		
	BSBSUS201	Participate in environmentally sustainable work practices	E	E	15		
Term 3	SITHKOP001	Clean kitchen premises and equipment	C	S	10	Cluster C: Prepare and Cook Food Safely Written task, Observation of practical work	% Trial HSC Exam
	SITHCCC001	Use food preparation equipment	C	S	20		
	SITXINV002	Maintain the quality of perishable items	C	E	5		
Terms 4 & 5	5 HSC UOCs						
	SITHCCC005	Prepare dishes using basic methods of cookery	C	S	40	Cluster D: Quality Meals Case study, written task & observation of practical work including temperature checks & completion of HACCP documentation. NOTE: person with THREE years' Industry Experience must be involved in assessment.	35 hrs Work placement The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. This mark should be derived from two exams.
	SITHCCC006	Prepare appetisers and salads	E	E	25		
Terms 6 & 7	SITHCCC011	Use cookery skills effectively	C	E	20	Cluster E: Written task Portfolio of evidence including service periods. NOTE: person with THREE years' Industry Experience must be involved in assessment.	
	BSBWOR203	Work effectively with others	C	M	15		
	SITHIND002	Source and use information on the hospitality industry	E	M	20		
NESAs 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. <i>Yellow highlight indicates assessment requires industry experience</i>		

* Request alternative assessment schedule including SITHCCC008 Prepare vegetable, fruit, eggs and farinaceous dishes if required



Term	Unit Code	Units Of Competency	AOE / CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
9 PRELIMINARY UOCs						Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency: <i>SITHIND003 Use hospitality skills effectively</i>	240 Indicative Hours over 2 years
Term 1	SITXFSA001 SITXFSA002 SITHCCC003	Use hygienic practices for food safety Participate in safe food handling practices Prepare and present sandwiches	E E E	M E E	10 15 10	Cluster A: Getting Ready for Work as a Sandwich Artist TBC – Scenario, written task, case study, observation of practical work	% Prelim Yearly Exam
Term 2 & 3	SITXWHS001 SITHCCC002 BSBSUS201	Participate in safe work practices Prepare and present simple dishes Participate in environmentally sustainable work practices	C E E	M E E	15 20 15	Cluster B: Introduction to Food Preparation TBC – Scenario, written task, case study, observation of practical work	35 hrs Work placement
Term 3	SITHFAB004 SITXCOM002 SITXCOM001	Prepare and serve non-alcoholic beverages Show social and cultural sensitivity Source and present information	E C E	S E E	15 10 10	Cluster C: Non-alcoholic beverages TBC – Scenario, written task, case study, role play observation of practical work NOTE: person with THREE years' Industry Experience must be involved in assessment.	% HSC Trial Exam
6 HSC UOCs							35 hrs Work placement
Term 4 – 6	SITXCCS003 SITHFAB005 SITHFAB007	Interact with customers Prepare and serve espresso coffee Serve food and beverage	C E E	S S S	15 15 40	Cluster D: Café Culture TBC – Scenario, written task, case study, role play, observation of practical work NOTE: person with THREE years' Industry Experience must be involved in assessment.	The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. This mark should be derived from two exams.
Term 6 & 7	BSBWOR203 SITHIND003 SITHIND002	Work effectively with others Use hospitality skills effectively Source and use information on the hospitality industry	C C C	M E M	15 20 20	Cluster E: Working in the Hospitality Industry TBC – Scenario, written task, case study, role play, observation of practical work, portfolio of evidence including service periods NOTE: person with THREE years' Industry Experience must be involved in assessment.	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 245			<i>Units of competency from the HSC focus areas will be included in the optional HSC examination. Yellow highlight indicates assessment requires industry experience.</i>	

TERM	Unit Code	Units Of Competency	AOE / CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements - Exam estimate mark & weighting to total 100%
Term 1	7 PRELIMINARY UOCs						240 Indicative Hours over 2 years
	SIRXWHS002	Contribute to workplace health and safety	C	M	15	Cluster A: Safety Written task, online quiz and teacher observation	35 hrs Work placement
	SIRXCOM002 SIRXIND001	Work effectively in a team Work effectively in a service environment	C C	M M	15 20	Cluster B: Working in the industry Research, self/peer assessment, simulation, presentation	
Term 2	SIRXCEG003 SIRXIND002	Build customer relationships and loyalty Organise and maintain a store environment	C E	E E	20 10	Cluster C: Spotless and Loyal Written, scenario, practical	% Preliminary Exam
Term 3	SIRXCEG001 SIRXCEG002	Engage the customer Assist with customer difficulties	C C	M E	20 20	Cluster D: Customer Service Teacher observation, written task, portfolio of evidence	
Term 4-5	7 HSC UOCs						
	SIRXRSK001 SIRXSLS001 SIRXSLS002	Identify and respond to security risks Sell to the retail customer Follow point of sale procedures	C C E	M M M	15 15 20	Cluster E : Sales & Security Assessment Method TBC	% Trial HSC Exam
	SIRRMER001 SIRXPDK001	Produce visual merchandise displays Advise on products and services	E E	S S	20 20	Cluster F : Retail General Selling Assessment Method TBC	
Term 7	SIRRINV001 SIRRINV002	Receive and handle retail stock Control stock	E E	E E	15 20	Cluster G: Stock Control Assessment Method TBC	The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. This mark should be derived from two exams.
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours		245	Units of competency from the HSC focus areas will be included in the optional HSC examination.	



TERM	Unit Code	Units Of Competency	AOE / CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs	Assessment Task Cluster & Methods of Assessment	HSC requirements
8 PRELIMINARY UOCs							240 Indicative Hours over 2 yrs
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	
	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	
	SISSTNB204A SISRRGL204A SISSSUR201A	Teach foundation netball skills OR Teach the skills of rugby league for modified games OR Teach the basic skills of surf life saving	E	E	25		
7-8 HSC UOCs							35 hrs Work placement
Term 4	SISXWHS101	Follow work health and safety policies	C	C	15	Cluster C: Organise daily work Written, Observation of practical	
	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	
	SISATH201A	Teach the fundamental skills of athletics	E	E	25		
Term 6-7	SISBBSB201A	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 Unit	HLTAID003	Provide First Aid (to be delivered by an external RTO) Please ensure school retains the Statement of Attainment from the external RTO for each student	C	C	20	Credit transfer when this unit is delivered by another RTO	School may choose to insert examination weighting/s
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 260		This course is a VET Board Endorsed Course and does not count towards the ATAR. No HSC exam in this course.		

