

YOUR  
PATHWAY  
YOUR  
FUTURE

2025

# PRELIMINARY

## ASSESSMENT GUIDE



Education &  
Communities

Public Schools NSW



***Five Islands***

SECONDARY COLLEGE



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# FOREWORD

## Introduction

This document provides information relating to the assessment of the Higher School Certificate courses at Five Islands Secondary College.

## Preliminary Assessment

The Higher School Certificate is divided into two components. Students must complete the preliminary HSC satisfactorily as the prerequisite for entry into the HSC course. While the rules in terms of the minimum pattern of courses vary between the preliminary HSC and the HSC course, the rules for assessment remain the same across the two courses.

Assessment measures student achievement in a subject as it relates to a broader range of syllabus outcomes than can be measured in the HSC examination alone. For each subject, students must complete a schedule of assessment tasks for both the preliminary HSC and the HSC. Assessment tasks from the preliminary HSC do not count towards the HSC assessment mark but in each subject, students must get a satisfactory at the end of the preliminary HSC assessment before being allowed to start the HSC course.

At the completion of the preliminary course students receive an achievement grade from A to E. For each assessment task completed students will be provided with an assessment mark and rank (where appropriate).

The Preliminary HSC Assessment Program begins in Term 1, 2025 and finishes at the end of Term 3, 2025.

Jenny Flowers

Principal

## INFORMATION FOR PARENTS AND CAREGIVERS

The following material is provided for the information of senior students at Five Islands Secondary College and their parents/caregivers regarding HSC Assessment. It is not definitive and reference should be made to College policy documents for further details.

The information is provided in a question/answer format to highlight the areas and issues about which students and their parents/caregivers should be aware.

The following material is provided for the information of senior students at Five Islands Secondary College and their parents/caregivers and students regarding HSC Assessment. It is not definitive and reference should be made to College policy documents for further details.

NB. At FISC one of our goals is to encourage student growth into young adulthood. To facilitate student growth, wherever possible for processes within this booklet, the student is encouraged to advocate on their own behalf.

At the same time a student may decide to ask a teacher to support them if they deem that teacher to be best placed to do so. In special circumstances, for example for a student with a disability, a parent/carer may act on their behalf.

The information is provided in a question/answer format to highlight the areas and issues about which students and their parents/caregivers should be aware.

### What is meant by assessment?

Assessment is the measurement of actual student performance in various tasks. It is not a measure of their potential performance or an estimate of their general ability.

### What must I do to have satisfactorily studied a course?

The National Education Standards Authority (NESA) expects students to have:

- 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<sup>1</sup>;
- achieved some or all of the course outcomes; and/or
- completed all assessment tasks.

Where a candidate has failed to satisfactorily study a course, the Principal will:

- (a) apply a "N" (Non-completion) determination and advise the National Education Standards Authority accordingly. Courses which were not satisfactorily completed will not be printed on HSC or Result Notices. This may result in a student being ineligible for the award of a Higher School Certificate.
- (b) advise the candidate of the submission and the right of appeal.

### What happens if I feel I cannot submit an assessment task on time and have a valid reason?

If you feel you have a valid reason for the late submission of an assessment task, then you must approach your teacher, where possible at least two (2) full school days prior to the due date, providing your reasons in writing. Your parent or caregiver should sign this note. A time extension may be granted in legitimate cases.

## What happens if I fail to attempt or submit a task on time without a valid reason?

If you have a valid reason for a non-attempt, then you will be given the same or a substitute task at a later date. Where this is not feasible, an estimate may be given after discussion with the Principal or Head Teacher. If the explanation is not accepted you will be awarded zero for that task. You must be prepared to complete the task on the first day of your return to the College.

## What are valid reasons?

It is up to students to demonstrate that they had a valid reason for the non-attempt or non-submission of an assessment task. The legitimacy of the reason given will initially be determined by the Head Teacher in consultation with the class teacher on the basis of fairness to all students in the group.

## What if I am absent when an assessment task is notified?

It is your responsibility to ask your teacher about any assessment tasks which may have been notified in your absence. This needs to be done during the first day of your return to school after an absence. It is your responsibility to refer to the schedule provided.

## What happens if I know I am going to be absent for an assessment task?

You should notify your teachers at your earliest convenience in writing, where possible. Provide reasons in writing at least two (2) full school days prior to the due date. Your parent or caregiver should sign this note. A time extension may be granted in legitimate cases.

## Does my attendance affect my results?

Students must attend regularly i.e. at least 90% of all school days each year. Students must meet this attendance requirement until the final day of school as determined by current Department of Education policy relating to student attendance. For the two years of the Higher School Certificate course it is difficult for a student to have an extended period away from school and still successfully complete the HSC course. It is the College's expectation that you attend all time-tabled lessons except if you are ill or if approved leave has been granted by the Principal. College leave may be granted to cover an extended student absence.

## What happens if I am unable to sit for an examination?

If you are going to be absent from an examination (Yearly) you must notify your class teacher, the Head Teacher of that subject and the Year 11/12 Student Adviser, to make arrangements to sit for the examination(s) at a later date. You will not be able to sit for the examinations before the due date.

If you are ill, it is necessary to contact the school immediately. A Doctor's Certificate is required to cover an absence from an examination. You must complete the "Student Appeal Form" as soon as you return to school after your absence. This form is available from your class teacher.

If you are ill prior to or during the HSC examination period, you must obtain a Doctor's Certificate and contact the school to obtain a NESA "Illness and Misadventure" Appeal Form.

## Will my parents or caregiver be informed of any non-attempt?

Yes, they will. Any such communication, including official warnings, will be maintained as records.

## Will my general behaviour throughout the year be taken into account for assessment purposes?

Yes, if it affects your studies or the studies of other students. Your behaviour would affect your ability to meet NESA's requirement that "students apply themselves with diligence and sustained effort."

## Are there specific behaviours which will affect my assessment?

All work presented in assessment tasks and external examinations (including submitted works and practical examination) must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their Higher School Certificate results.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as their own.
- Using material directly from books, journals, CDs or the internet without reference to the source
- Building on the ideas of another person without references to the source
- Buying, stealing or borrowing another person's work and presenting it as their own
- Submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Paying someone to write or prepare material
- Breaching school examination rules
- Using non-approved aids during an assessment task
- Contriving false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice
- AI generated/assisted responses.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- Providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.
- Cheating during an assessment task
- Truancy or absence from an assessment task without providing a satisfactory explanation

## What if I don't make a serious attempt at an assessment task?

A non-serious attempt will lead to a student being awarded a zero for that task. Non-serious attempts may result from the attempt being so poor as to be considered non-serious or as a result of the use of derogatory remarks, obscene language, insufficient evidence of the student's own work, etc. The Head Teacher, in consultation with the teacher involved, will determine if the attempt is non-serious.

## Can I leave an examination or set assessment task prior to the time set for its completion?

No, except with the supervisor's permission in legitimate emergencies.

## Can I request a review of my final assessment?

Yes, the College has review procedures to examine legitimate cases.

Steps are outlined below if a student asks for a review of their final assessment. This process is convened by the faculty Head Teacher.

- a) The student should first approach the relevant Head Teacher and ask for a review of their final assessment by providing a written reason that outlines the reasons for the review.
- b) The Head Teacher has 7 college days to review the final assessment and inform the student of the outcome.
- c) If the student is not satisfied with the outcome, then they should see the Principal or delegate within 2 college days and provide written reasons as to why they do not agree with the Head Teacher findings of the review. A panel comprising the Principal, a Deputy Principal, the relevant Head Teacher and the Year Adviser will examine the matter and come to a final decision. This procedure applies to all courses including Frameworks courses.

## When may I lodge an appeal against a final HSC assessment?

You have three (3) days from the time you are notified of your final assessment rank in which to lodge a formal, written appeal, using the "Student Appeal Form". No appeals will be considered after this date. A "Student Appeal Form" is available from any teacher.

## When can students appeal?

Students have the right to appeal if they feel that they have, in any way, been disadvantaged or treated unfairly regarding:

- denial of Illness or /Misadventure application
- award of an N determination either for all subjects or for one or more subjects
- incorrect College assessment ranking in a subject.

Steps are outlined below if a student wishes to appeal. This process is convened by the Principal or delegate.

- a) they must first notify the Principal in writing using the Student Appeal Form.
- b) The Principal will clarify the appeal procedures with the student and their parents. This will include providing all appropriate NESA documentation.
- c) The Principal will then complete an initial review within 7 school days and inform the student of the outcome.

NB: The student may subsequently appeal to NESA but only on the grounds that the review made by the school did not comply with NESA requirements. Again, the Principal will provide support and all appropriate documentation to assist the student in this process.

## Can I request a re-assessment of an individual assessment task?

If a student has grounds for a re-assessment of an individual task the following procedures can be enacted. This process is convened by teaching staff, as outlined below, and finalised by the Deputy Principal or their delegate.

- a) If illness has affected your performance during the task, you must inform your class teacher (and, in the case of examinations, the supervising teacher) immediately and submit an Illness and Misadventure application within 2 days. A medical certificate may be required.
- b) If the Student reflects on task performance, the task requirements, feedback and the marking criteria and feels these are not aligned in their grade/mark, then the student may approach their teacher to discuss this – this must be done within 2 school days of results being received.
- c) If the student then wishes to formalise their contest of a misalignment, after discussing in detail with the Teacher, they can then apply to the Faculty Head Teacher for a re- assessment - this must occur within 3 full school days after results have been received by filling in the Formal Request for Reassessment form.

- d) If the teacher, in consultation with the Head Teacher, feels there may be grounds for re-assessment, then it may take place.
- e) This outcome is final, unless the student has just cause to contest that procedural fairness and/or this policy has not been followed, in which case they may appeal to the Deputy Principal within 2 days of the outcome of their Formal Request for Reassessment.
- f) The Deputy Principal will convene a panel of 3 (including the DP as Convener and 2 other teaching staff) who will review due process has occurred and make a final determination on the contested assessment piece. This then is the final decision and will stand.
- g) The results of any such reassessment are final and will not be considered just cause for the reassessment of other students.

## Will I be warned if my certificate is at risk?

Yes, you will be warned in writing. Your parents or caregiver will be advised and you will be required to provide a written acknowledgment of the warning.

## How much warning will I get for each assessment task?

A minimum of two (2) weeks notification should be provided prior to any assessment task being given. This document may be regarded by a teacher of any course as sufficient notice of the due dates and the nature of upcoming assessment tasks. The published dates in this book should not be altered by a teacher without your being given sufficient notice of the change. A change of date for a task may be allowed after reference has been made to the overall Student Assessment Planner (p.15), the College Calendar and consultation with the relevant Head Teacher. **Assessment tasks should not be set or due during the week prior to the Trial Examinations.**

## What happens if a teacher/faculty wishes to vary the assessment requirements given to you?

This is allowable, as occasionally a task may need to be rescheduled or reset. The new date must be communicated to the students if it is changed.

## What feedback will I be given on my performance?

For each task you will be told your assessment mark and your ranking in that task. You will be given feedback on the nature and quality of your task. You will be informed of your progressive ranking through the school reports.

## How do I submit assessment tasks?

It is the responsibility of students to submit work for assessment during normal class time directly to the teacher or at the time specified by the class teacher. Students and teachers should ensure that receipt of task is noted. If you are using a computer to generate a task then you must ensure you:

- Create a back-up copy of your work
- Use a program compatible with College facilities (if you require compatibility to print, etc.)
- Keep records of draft material

## Where can I check the schedule of assessment tasks and/or seek advice?

This booklet sets out the schedule of assessment tasks for all subjects and the relevant features of the College's policy for Higher School Certificate Assessment. You should retain it and refer to it if any questions or problems arise. Teachers, Head Teachers, the School Counsellor, the Deputy Principals and the Principal should all be able to provide additional advice. A copy of this document is able to be accessed on the College's web page.

## When are the Preliminary Yearly Exams?

The College holds a Preliminary Yearly examination in Term 3. The examination is held under the same rules and guidelines as the Higher School Certificate. It is a good opportunity to practise your exam techniques under these formal examination conditions. The College provides detailed information before the examination in terms of expected behaviour and appropriate equipment. If you have any questions you should speak to your class teacher/s and/or your Year Adviser.

## Where can I find information about the HSC?

More information is available on the National Education Standards Authority website: [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)

## FISC Policy on AI Use in Academic Assignments

**Purpose:** This policy aims to uphold academic integrity and ensure that students engage in meaningful and original work by clearly defining acceptable and unacceptable uses of artificial intelligence (AI) in assignments.

**Scope:** This policy applies to all students enrolled at FISC across all levels and disciplines.

### Policy Statement:

1. **Originality of Work:**
  - All academic assignments must reflect the student's own ideas, research, and writing. Using AI tools to generate, assist, or complete any part of an assignment is a violation of academic integrity if not explicitly permitted by the teacher.
2. **Permissible Use of AI:**
  - Students may use AI tools for brainstorming, organising ideas, or conducting preliminary research, provided that the final submission is entirely their own work and clearly acknowledges any AI assistance, as specified by the teacher.
  - AI tools may be used for technical support, such as grammar and style checking, only if such use is in line with course guidelines and does not involve generating content.
3. **Prohibited Use of AI:**
  - Using AI to write essays, solve problems, generate code, or complete assignments without proper attribution by the student is prohibited.
  - AI-generated content must not be submitted by the student as original work. Students should avoid using AI to produce answers, summaries, or any other content that would otherwise be considered a significant part of their assignment.
4. **Disclosure and Attribution:**
  - If AI tools are used for permissible purposes, students must clearly disclose the nature and extent of AI assistance in their work according to the guidelines provided by the instructor.
  - Failure to disclose AI assistance or misrepresenting AI-generated work as original is considered a breach of academic integrity.
5. **Instructor Guidelines:**
  - Teachers may provide specific guidelines regarding the use of AI in their courses. Students are responsible for understanding and adhering to these guidelines.
  - Teachers have the authority to set their own policies on AI use and may provide additional instructions on acceptable practices.
6. **Consequences of Violation:**
  - Violations of this policy may result in academic penalties, including but not limited to having marks deducted, completing an alternative task or being awarded a zero mark and receiving an N warning letter.
  - Students found to be in violation of this policy will be subject to an investigation and may be required to meet with members of staff to discuss the breach.
7. **Support and Resources:**
  - Students are encouraged to seek guidance from teachers if they are unsure about the use of AI tools. Academic support services are available to help students understand and navigate these guidelines.

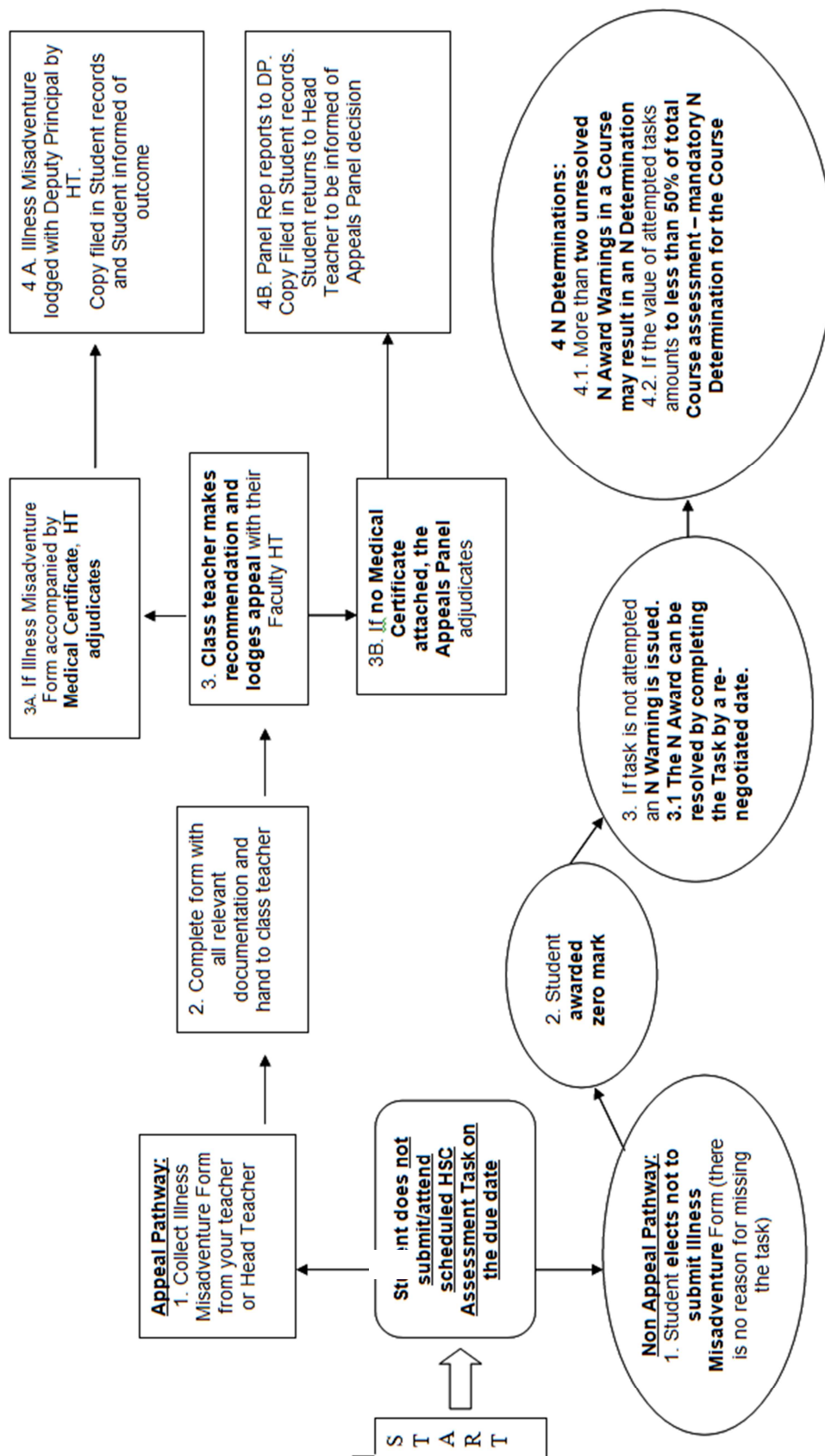
**Review and Updates:** This policy will be reviewed annually and updated as needed to reflect advancements in AI technology and changes in academic standards.

**Effective Date:** This policy is effective as of September 2024 and will remain in effect until further notice.

### Acknowledgment:

By submitting assessment tasks, students acknowledge that they have read, understood, and agreed to comply with this policy.

## APPEALS PROCESS



# STUDENT ILLNESS/MISADVENTURE/APPEAL FORM

*This form must be returned before or within 3 school days of the first day back at school*

*To be completed if a student wishes to vary the due date for an assessment task, or due to illness, misadventure or appeal an school assessment decision.*

**Student's Name:** \_\_\_\_\_

**Subject:** \_\_\_\_\_ **Task Number:** \_\_\_\_\_

**Nature of Assessment Task:** \_\_\_\_\_

**Due Date:** \_\_/\_\_/\_\_ **Class Teacher Name:** \_\_\_\_\_

**Category (please tick one)**

☐ Appeal due to illness, accident or misadventure

☐ Appeal in relation to an assessment mark and/or course rank

**Reason for Consideration:** (state details to support your case or attach statement)

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Medical Certificate is attached: Yes ☐ No ☐

Additional Information is attached: Yes ☐ No ☐

\_\_\_\_\_/\_\_\_\_/\_\_\_\_      \_\_\_\_\_/\_\_\_\_/\_\_\_\_  
Signature of student      Date      Signature of Teacher      Date

.....  
..

**Recommendation:**

**Reason for Decision:**

☐ Complete a substitute task

\_\_\_\_\_

☐ Estimate to be given

\_\_\_\_\_

☐ No marks to be awarded

\_\_\_\_\_

☐ Sit or submit the task without penalty

\_\_\_\_\_

☐ Task to be submitted with penalty

\_\_\_\_\_

☐ Non attempt N warning to be issued

\_\_\_\_\_

**New Due Date:** \_\_/\_\_/\_\_

\_\_\_\_\_/\_\_\_\_/\_\_\_\_      \_\_\_\_\_/\_\_\_\_/\_\_\_\_      \_\_\_\_\_/\_\_\_\_/\_\_\_\_  
**Signature of Head Teacher      Date      Signature Panel Convenor      Date**

Copies of this form are available in all Faculties

# EXAMINATION RULES AND PROCEDURES

## Attendance

- Attendance is compulsory for all examinations students are scheduled to complete. Throughout the exam period, normal classes are suspended, and students not attending exams should be at home actively studying.
- Students must know their exam timetable and attend every scheduled exam on time; misreading the exam timetable will not be accepted as a justifiable reason for missing an examination.
- Students must assemble on the Administration Office side of the school hall, near the canteen, **at least TEN (10) minutes before** the scheduled commencement of the exam. Students will then be instructed on where they will be sitting, expectations and where bags will be placed. Students are not permitted to enter the exam after exam commencement **for any reason**. Students arriving late should report immediately to the Front Office to be referred to the Deputy Principal.
- Students will only enter the exam room when directed by the exam supervisor/s.
- Rolls will be marked at beginning of each examination.

## Organisation during Examinations

- When directed, all students must complete attendance slips in every examination.
- **Students are not permitted to leave the exam until the allocated exam time has elapsed in full and the Supervisors dismiss the candidates.** E.g. If an exam is scheduled to run for 1 hour 40 minutes you must stay for the full 1 hour 40 minute duration.
- Bags are to be placed where directed – well away from examination desks.
- **Students are responsible for providing all of their own necessary equipment. All items (pens, pencils, rulers, calculators, etc.) brought into the examination hall are to be included in a clear plastic sleeve,** to be easily checked and avoid any suspicion of cheating.
- **Students are NOT permitted to take any electronic devices into any examination – except approved calculators.**
- Answer booklets are provided. Students must not bring their own answer paper.
- **Only clear liquid (bottled water) is permitted in a firm, clear plastic bottle.**
- Students will be notified when 10 minutes remain in their exam.
- Out of respect for your fellow students, all movement in the hall should be as quiet and respectful as possible. Please lift chairs rather than sliding, lift feet rather than plodding/shuffling, muffle coughs and yawns and wear suitable shoes.
- If there is a question or problem, students must raise their hand silently and wait for a supervisor to attend them. Students should then very *quietly* consult with the supervisor.
- Toilet breaks in examination time are to be avoided. If unavoidable, raise your hand and wait for permission from the supervisor. Be respectful and quiet when moving to the toilet.

## Performance in Examinations

- Students are not allowed at any time during the exam to borrow equipment from another student as this will disturb that student's concentration.
- Students must make a serious, sustained effort to complete all exams to the best of their ability. Failure to do so will lead to a formal N warning. In addition, students who fail to make an adequate attempt may have to re-sit the exam at another time (mostly likely outside normal classroom hours).
- **Students who miss an examination due to illness or unforeseen circumstances should telephone the school and leave a message through the Front Office (Ph: 0242740621) for the Deputy Principal.** The normal Assessment Illness/Misadventure Appeals process will be followed. Failure to follow college procedures will lead to a mark of zero and a formal N warning.

## Behaviour in Examinations

- Standard exam rules apply from the time the student enters the exam room and for the duration of the exam. Primarily this means no talking and following all supervisor directions.
- Students must not commence writing until instructed to do so by the supervisor.
- Any student involved in cheating, copying or submitting work other than their own will receive a mark of zero and a formal N warning.
- Students who behave poorly e.g. disobedience, distracting or causing disruption will be moved to rear of exam room or in more extreme circumstances, asked to leave room. In most cases, such behaviour will lead to a mark of zero and a formal N warning.
- **Mobile phones should be left at home. At the minimum they must be switched OFF and left in bags. If a mobile phone causes a disruption it will be treated very seriously and may result in penalties to the owner.**

## GLOSSARY OF KEY WORDS

Syllabus outcomes, performance bands and examination questions have key words that state what students are expected to be able to do. The glossary below has been developed to provide a common language and consistent meaning and is designed to help students understand what is expected in responses to examination and assessment tasks.

<b>account</b>	Account for, state reasons for, report on. Give an account of, narrate a series of events or transactions
<b>analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>apply</b>	Use, utilise, employ in a particular situation
<b>appreciate</b>	Make a judgement about the value of
<b>assess</b>	Make a judgement of value, quality, outcomes, results or size
<b>calculate</b>	Ascertain/determine from given facts, figures or information
<b>clarify</b>	Make clear or plain
<b>classify</b>	Arrange or include in classes/categories
<b>compare</b>	Show how things are different or opposite
<b>construct</b>	Make, build, put together items or arguments
<b>contrast</b>	Show how things are different or opposite
<b>critically (analysis/evaluate)</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
<b>deduce</b>	Draw conclusions
<b>define</b>	State meaning and identify essential qualities
<b>demonstrate</b>	Show by example
<b>describe</b>	Provide characteristics and features
<b>discuss</b>	Identify issues and provide points for and /or against
<b>distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>evaluate</b>	Make a judgement based on criteria; determine the value of
<b>examine</b>	Inquire into
<b>explain</b>	Relate cause and effect; make relationships between things evident; provide why and/or how
<b>extract</b>	Choose relevant and/or appropriate details
<b>extrapolate</b>	Infer from what is known
<b>identify</b>	Recognise and name
<b>interpret</b>	Draw meaning from
<b>investigate</b>	Plan, inquire into and draw conclusions about
<b>justify</b>	Support an argument or conclusion
<b>outline</b>	Sketch in general terms; indicate the main features of
<b>predict</b>	Suggest what may happen based on available information
<b>propose</b>	Put forward (e.g. a point of view, idea, argument, suggestion) for consideration or action
<b>recall</b>	Present remembered ideas, facts or experiences
<b>recommend</b>	Provide reasons in favour
<b>recount</b>	Retell a series of events
<b>Summarise details</b>	Express concisely the relevant
<b>synthesise</b>	Putting together various elements to make a whole

# STUDENT ASSESSMENT

Week 11				
Week 10				
Week 9				
Week 8				
Week 7				
Week 6				
Week 5				
Week 4				
Week 3				
Week 2				
Week 1				
	Task 1	Task 2	Task 3	Task 4

FISC Ancient History Preliminary Assessment Schedule – 2025				
Component		Task 1	Task 2	Task 3
		Source Study - Research	Historical Investigation: Research & Essay	Final Course Examination
Date		Week 3/T2	Week 9/T2	Week 9-10/T3
Outcomes		AH11-1, AH11-2, AH11-3, AH11-4, AH11-5	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5
Syllabus components	Weighting			
Knowledge and understanding of course content	40	5	5	30
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20	10	5	5
Historical inquiry and research	20	10	10	0
Communication of historical understanding in appropriate forms	20	5	10	5
<b>Marks</b> (Weighting of task)	100	30	30	40
Outcomes	Descriptions			
AH11-1	Describes the nature of continuity and change in the ancient world.			
AH11-2	Proposes ideas about varying causes and effects of events and developments.			
AH11-3	Analyses the role of historical features, individual 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.			

## FISC Biology Preliminary Assessment Schedule - 2025

Component		Task 1	Task 2	Task 3
		Practical Task	Depth Study Report and Presentation	Final Exam
Date		Week 6/T1	Week 4/T2	Week 9/T3
Outcomes		BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-5 BIO11/12-6 BIO11/12/12-7 BIO11-8	BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-7 BIO11-9	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8, BIO11-9. BIO11-10. BIO11-11
Syllabus components	Weighting			
Skills in Working Scientifically	60	20	20	20
Knowledge and understanding	40	10	10	20
Marks (Weighting of task)	100	30	30	40
Outcomes	Descriptions			
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			

FISC Business Studies Preliminary Assessment Schedule - 2025				
Component		Task 1	Task 2	Task 3
		Topic Test 1: Nature of Business	Small Business Plan Progress report ( <i>Draft</i> ) Final report	Final Examination
Date		Week 2 /T2	a) Week 5 /T2 b) Week 5/T3	Week 9-10/T3
Outcomes		P1, P2, P3, P4, P6, P9, P10	P1, P2, P3, P4, P6, P7, P8, P9, P 10	P1 ,P2, P-3, P4, P5, P6, P7, P8, P9, P10
Syllabus components	Weighting			
Knowledge and understanding of course content	40	10	5	25
Stimulus	20	10	5	5
Inquiry and Research	20	0	20	0
Communication of business information	20	5	5	10
Marks (Weighting of task)	100	25	35	40
Outcomes	Descriptions			
P1	Discusses the nature of business, its role in society and types of business structure			
P2	Explains the internal and external influences on businesses			
P3	Analyses the responsibilities of business to internal and external stakeholders			
P4	Plans and conducts investigations into contemporary business issues			
P5	Evaluates information for actual and hypothetical business situations			
P6	Analyses the responsibilities of business to internal and external stakeholders			
P7	Plans and conducts investigations into contemporary business issues			
P8	Evaluates information for actual and hypothetical business situations			
P9	Communicates business information and issues in appropriate formats			
P10	Applies mathematical concepts appropriately in business situations			

FISC Ceramics Preliminary Assessment Schedule – 2025				
Component		Task 1	Task 2	Task 3
		OHS and Introduction to Ceramics. Includes artist studies and personal diary reflection on students own practice.	Hand building. Research a famous Ceramicist using the frames and create 2 ceramic artworks influenced by your chosen artist.	Individual/Collaborative Project. Design and create ceramic artworks for exhibition. Includes artist studies and personal diary reflection on students own practice.
Date		Week 2/ T2	Week 10/ T2	Week 7/ T3
Outcomes		M1, M2, M4, M6 CH1, CH2, CH5	M2, M4, M5, M6 CH2, CH3	M1, M3, M5, M6 CH3, CH4, CH5
Syllabus components	Weighting			
Making	70	20	30	20
Critical and Historical Study	30	10	10	10
Marks (Weighting of task)	100	30	40	30
Outcomes		Descriptions		
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		

## FISC Chemistry Preliminary Assessment Schedule - 2025

Component		Task 1	Task 2	Task 3
		Depth Study Properties and Structure of Matter	Research/Practical Task – Reactive Chemistry	Yearly Examination
Date		Week 8/T1	Week 5/T2	Week 10/T3
Outcomes		CH11/12-1 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-7 CH11-8	CH11/12-1 CH11/12-2 CH11/12-4 CH11/12-7 CH11-9 CH11-10	CH11/12-1 TO CH11/12-7 AND CH11-8 TO CH11-11
Skills in Working Scientifically	60	15	25	20
Knowledge and Understanding	40	10	10	20
<b>Marks</b> (Weighting of task)	100	25	35	40
Outcomes	Descriptions			
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			

FISC Community and Family Studies Preliminary Assessment Schedule - 2025				
Component		Task 1	Task 2	Task 3
		Interview Design, Conduct and Analyse an Interview	Case Study Conflict within Groups	Yearly Examination
Date		Week 6/T1	Week 4/T2	Week 8/T3
Outcomes		P1.1, P1.2, P5.1, P6.1	P2.1, P2.3, P4.1, P4.2	P1.1–P6.2
Syllabus components	Weighting			
Knowledge and understanding of course content	40	10	15	15
Skills in critical thinking, research methodology, analysing and communicating	60	15	20	25
Marks (Weighting of task)	100	25	35	40
Outcomes	Descriptions			
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			
P2.3	Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement			
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			

## FISC Computing Applications Preliminary 2 Unit Assessment Schedule 2025

Component		Semester 1 Assessment		Semester 2 Assessment
		Computer Basics	Spreadsheets	Multimedia design
Date		Week 7/T1	Week 8/T2	Week 7/T3
Outcomes		1.1, 1.2, 1.3, 2.1, 2.2, 4.1, 4.2, 4.3, 5.1	1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.2, 5.1.	1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.2, 5.1.
<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Components</li> </ul>	<b>Weighting</b>			
<ul style="list-style-type: none"> <li>• knowledge and understanding</li> <li>• skills outcomes and course content</li> </ul>	40	10	10	20
<b>Practical Project Work</b> <b>Key aspects of project work to be covered include the following:</b> <ul style="list-style-type: none"> <li>• Project management</li> <li>• Social and ethical considerations</li> <li>• Problem-solving</li> <li>• Decision-making</li> <li>• Designing solutions</li> <li>• Implementation</li> <li>• Testing, evaluating and maintaining</li> </ul>	60	20	20	20
<b>Marks (Weighting of task)</b>	100	30	30	40
Outcomes	Descriptions			
1.1	Describes the function and application of a variety of computer software			
1.2	Applies computing terminology appropriately in practical situations			
1.3	Uses appropriate computer software in a given context			
2.1	Describes aspects of human activity which have developed into computer applications			
2.2	Explains the principles and functions of specific hardware components			
2.3	Evaluates the suitability of hardware in a particular context			
3.1	Applies a range of project management techniques in the development of a solution			
3.2	Analyses and documents the steps involved in problem-solving and applies them to producing computer-based solutions			
3.3	Implements, tests, debugs and evaluates solutions using current common application packages			
4.1	Identifies and reflects on the social and technological implications when making decisions About the use of computer software			
4.2	Evaluates the use of a computer-based solution compared to non-computer solutions			
4.3	Identifies social and ethical issues related to the use of computer software			
5.1	Evaluates the suitability of software applications in a particular context			

FISC Drama Preliminary Assessment Schedule - 2025				
Component		Task 1	Task 2	Task 3
		Theatre Styles Research Task and Presentation	Workshop of Group Performance and Logbook	Presentation Individual Project: Design
Date		Week 7/T1	Week 4 /T2	Week 9/T3
Outcomes		P3.1, P3.2, P3.3, P.3.4	P1.1, P1.2, P1.4, P1.6,P1.7, P2.1, P2.3, P2.4, P2.5	P1.2, P1.3, P1.5, P1.8, P2.2, P2.6, P3.2, P3.3
Syllabus components	Weighting			
C1 Making	40	0	20	20
C2 Performing	30	0	20	10
C3 Critically Studying	30	20	0	10
Marks (Weighting of task)	100	20	40	40
Outcomes	Descriptions			
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			
P1.7	Understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration			
P1.8	Recognises the value of individual contributions to the artistic effectiveness of the whole			
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			
P2.5	Understands and demonstrates the commitment, collaboration and energy required for a production			

P2.6	Appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
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 synthesises research and experiences of dramatic and theatrical styles, traditions and movements
P3.4	Appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

FISC English Advanced Preliminary Assessment Schedule - 2025				
Component		Task 1	Task 2	Task 3
		Common Module: Multi-Modal Task Representing & Speaking	Module A: Multi-Modal Extend Response & Listening & Viewing	Yearly Examination Reading and Writing
Date		Week 9 /T1	Week 5 /T2	Week 9-10 /T3
Outcomes		EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-9.	EA11-1, EA11-2, EA11-4, EA11-5, EA11-7, EA11-8, EA11-9.	EA11-3, EA11-4, EA11- 6, EA11-7, EA11-8, EA11-9.
Syllabus components	Weighting			
Knowledge	50	15	20	15
Skills	50	15	15	20
Marks (Weighting of task)	100	30	35	35
Outcomes	Descriptions			
EA11-1	A student responds to, composes and evaluates texts for understanding, interpretation, critical analysis, imaginative expression & pleasure.			
EA11-2	A student uses and evaluates processes, skills & knowledge required to effectively respond to and compose texts in different modes, media and technologies.			
EA11-3	A student analyses & uses language forms, features & structures of texts considering appropriateness for specific purposes, audiences & contexts & evaluates their effects on meaning.			
EA11-4	A student strategically uses knowledge, Skills & understanding of language concepts & literary devices in new & different contexts.			
EA11-5	A student thinks imaginatively, creatively, interpretively & critically to respond to, evaluate & compose texts that synthesise complex information, ideas & arguments.			
EA11-6	A student investigates & evaluates the relationship between texts.			
EA11-7	A student evaluates the diverse ways texts can represent personal & public worlds & recognize how they are valued.			
EA11-8	A student explains and evaluates cultural assumptions and values in texts and their effects on meaning.			
EA11-9	A student reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner.			

FISC English Standard Preliminary Assessment Schedule - 2025				
Component		Task 1	Task 2	Task 3
		Common Module – Reflection & Evaluation, Multi-Modal Presentation	Module A - Viewing, representing and responding Task	Yearly Examination
Date		Week 9/T1	Week 8/T2	Week 9/T3
Outcomes		EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-9	EN11-2, EN11-3, EN11-5, EN11-6, EN11-7, EN11-8	EN11-1, EN11-4, EN11-5, EN11-7, EN11-8
Syllabus components	Weighting			
Knowledge	50	15	15	20
Skills	50	15	20	15
Marks (Weighting of task)	100	30	35	35
Outcomes	Descriptions			
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			

FISC English Studies Preliminary Assessment Schedule - 2025				
Component		Task 1	Task 2	Task 3
		Multimodal Careers Task	Research & Analysis	Portfolio of Coursework
Date		Week 6/T1	Week 4 /T2	Week 8/T3
Outcomes		ES11-1, ES11-2, ES11-3, ES11-6, ES11-10	ES11-4, ES11-5, ES11-7, ES11-8, ES11-9	ES11-1, ES11-2, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10
Syllabus components	Weighting			
Knowledge and understanding of course content.	50	15	15	20
Skills in: <ul style="list-style-type: none"> <li>Comprehending Texts.</li> <li>Communicating Ideas.</li> <li>Using language accurately, appropriately &amp; effectively.</li> </ul>	50	15	15	20
Marks (Weighting of task)	100	30	30	40
Outcomes	Descriptions			
ES11-1	<p>Comprehends &amp; responds to a range of texts, including short &amp; extended texts, literary texts &amp; texts from academic, community, workplace and social contexts for a variety of purposes.</p> <p>Identifies and uses strategies to comprehend written, spoken, visual, multimodal &amp; digital texts that have been composed for different purposes &amp; contexts.</p> <p>Gains skills in accessing, comprehending and using information to communicate in a variety of ways.</p> <p>Composes a range of texts with increasing accuracy and clarity in different forms.</p> <p>Develops knowledge, understanding and appreciation of how language is used, identifying specific language forms &amp; features that convey meaning in texts.</p> <p>Uses appropriate strategies to compose texts for different modes, media, audience, context &amp; purposes.</p> <p>Represents own ideas in critical, interpretive and imaginative texts.</p> <p>Identifies and describes relationships between texts.</p> <p>Identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade.</p> <p>Monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning.</p>			
ES11-2				
ES11-3				
ES11-4				
ES11-5				
ES11-6				
ES11-7				
ES11-8				
ES11-9				
ES11-10				

FISC Exploring Early Childhood Preliminary Assessment Schedule - 2025				
Component		Task 1	Task 2	Task 3
		Research Task	Depth Study	Formal Examination
Date		Term 1	Term 2	Term 3
Outcomes		1.4, 5.1	1.2, 1.3, 2.5	1.1, 1.4, 2.2, 2.3, 2.4
Syllabus components	Weighting			
Knowledge and understanding	50	20	10	20
Skills	50	20	20	10
Marks (Weighting of task)	100	40	30	30
Outcomes	Descriptions			
1.1	Analyses prenatal issues that have an impact on development			
1.2	Examines major physical, social-emotional, behavioural, cognitive and language development of young children			
1.3	Examines the nature of different periods in childhood — infant, toddler, preschool and the early school years			
1.4	Analyses the ways in which family, community and culture influence growth and development of young children			
1.5	Examines the implications for growth and development when a child has special needs			
2.1	Analyses issues relating to the appropriateness of a range of services for different families			
2.2	Critically examines factors that influence the social world of young children			
2.3	Explains the importance of diversity as a positive issue for children and their families			
2.4	Analyses the role of a range of environmental factors that have an impact on the lives of young children			
2.5	Examines strategies that promote safe environments			
3.1	Evaluates strategies that encourage positive behaviour in young children			
1	Demonstrates appropriate communication skills with children and/or adults			
4	Interacts appropriately with children and adults from a wide range of cultural backgrounds			
4.3	Demonstrates appropriate strategies to resolve group conflict			
5.1	Analyses and compares information from a variety of sources to develop an understanding of child growth and development			
6.1	Demonstrates an understanding of decision making processes			
6.2	Critically examines all issues including beliefs and values that may influence interactions with other			

## FISC Industrial Technology Timber Products & Furniture Technologies Assessment Schedule - 2025

Component		Task 1	Task 2	Task 3	Task 4
		Joint Project	Industry Study	Major Project Hall Table	Yearly Examination
Date		Week 5 /T1	Week 9-10 /T1	Week 6/T3	Weeks 9-10/T 3
Outcomes		P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P7.1, P7.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1
Syllabus components	Weighting				
Knowledge and understanding of course content.	40	10	10	10	10
Knowledge and skills in the management, communication and production of projects	60		20	30	10
Marks (Weighting of task)	100	10	30	40	20

FISC Investigating Science Preliminary Assessment Schedule - 2025				
Component		Task 1	Task 2	Task 3
		Practical Investigation Modules 1 and 2	Depth Study Research and Presentation Modules 2 and 3	Yearly Examination Modules 1-4
Date		Week 8/T1	Week 5/T2	Week 7/T3
Outcomes		INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-7 INS11-8 INS11-9	INS11/12-1 INS11/12-4 INS11/12-5 INS11/12-7 INS11-8 INS11-9	INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-8 INS11-9 INS11-10 INS11-11
Syllabus Components	Weighting			
Knowledge and Understanding	40	10	10	20
Skills	60	20	30	10
Marks (Weighting of task)	100	30	40	30
Outcomes	Descriptions			
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			

FISC Legal Studies Preliminary Assessment Schedule - 2025				
Component		Task 1	Task 2	Task 3
		Topic Test 1: The Legal System	Research: Media File and Technology	Final Examination
Date		Week 2/ T 2	Week 4 / T 3	Week 9-10/T3
Outcomes		P1, P2, P3, P6, P7, P9	P1, P2, P3, P6, P7, P9, P10	P1, P2, P3, P4, P5, P6, P7,P9, P10
Syllabus components	Weighting			
Knowledge and understanding of course content	40	15	5	20
Analysis and Evaluation	20	5	5	10
Inquiry and Research	20	0	20	0
Communication of legal information	20	5	5	10
<b>Marks</b> (Weighting of task)	100	25	35	40
Outcomes	Descriptions			
P1	Identifies and applies legal concepts and terminology			
P2	Describes the key features of Australian and international law			
P3	Describes the operation of domestic and international legal systems			
P4	Discusses the effectiveness of the legal system in addressing issues			
P5	Describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change			
P6	Explains the nature of the interrelationship between the legal system and society			
P7	Evaluates the effectiveness of the law in achieving justice			
P8	Locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents			
P9	Communicates legal information using well-structured responses			
P10	Accounts for differing perspectives and interpretations of legal information and issues			

## FISC Marine Studies Preliminary Assessment Schedule - 2025

Component		Task 1	Task 2	Task 3
		Practical Skills Task	Research Task	Yearly Examination
Date		Week 9/T1	Week 9/T2	Week 9-10/T3
Outcomes		2.2, 3.2, 3.3, 5.3, 5.4	1.2, 2.3, 3.4,	1.3, 1.5, 3.1, 4.1, 5.2
Syllabus Components	Weighting			
Knowledge and Understanding	50	15	20	15
Skill	50	15	20	15
<b>Marks</b> (Weighting of task)	100	30	40	30
Outcomes	Descriptions			
1.1	Relates with a respectful and caring attitude to the ocean and its life forms			
1.2	Identifies the roles of individuals or groups involved in maritime activities			
1.3	Recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course			
1.4	Recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea			
1.5	Demonstrates an awareness of the value of the ocean			
2.1	Appreciates the importance of effective management practice			
2.2	Works effectively within a group			
2.3	Communicates information by writing reports, giving short talks and contributing to discussions			
3.1	Evaluates information, situations, equipment manuals and written or manual procedures			
3.2	Collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing			
3.3	Generates information from data by calculating, inferring, interpreting and generalising			
3.4	Carries out planned research activities using appropriate measurements, observations, classification and recording skills			
4.1	Identifies marine vocations and a range of leisure pursuits			
4.2	Appreciates marine environments as sources of employment and leisure			
5.1	Values the rules and operating principles of marine equipment and applies them			
5.2	Applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment			
5.3	Interprets and follows instructions with accuracy			
5.4	Selects, organises, assembles, dismantles, cleans and returns equipment			

FISC Mathematics Advanced Preliminary Assessment Schedule - 2025				
Component		Task 1	Task 2	Task 3
		In Class Assessment	Investigation	Final Course Examination
Date		Week 9/T1	Week 4/T2	Week 10/T3
Outcomes		MA11-1 MA11-2 MA11-9	MA11-3 MA11-4 MA11-8 MA11-9	MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-9
Syllabus Components	Weighting			
Concepts and Techniques	50	15	10	25
Reasoning and Communication	50	15	20	15
<b>Marks</b> (Weighting of task)	100	30	30	40
Outcomes	Descriptions			
MA11-1	Uses algebraic and techniques to solve, and where appropriate, compare alternative solutions to problems.			
MA11-2	Uses the concepts of functions and relations to model, analyse and solve practical problems.			
MA11-3	Uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes.			
MA11-4	Uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities.			
MA11-5	Interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems.			
MA11-6	Manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems.			
MA11-7	Uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions			
MA11-8	Uses appropriate technology to investigate, organise, model and interpret information in a range of contexts.			
MA11-9	Provides reasoning to support conclusions which are appropriate to the context.			

## FISC Mathematics Standard Preliminary Assessment Schedule - 2025

Component		Task 1	Task 2	Task 3
		In Class Assessment	Investigation	Final Course Examination
Date		Week 9/T1	Week 3/T2	Week 10/T3
Outcomes		MS11-1, MS11-2 MS11-5, MS11-6 MS11-9, MS11-10	MS11-3, MS11-4, MS11-9 MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10
Syllabus Components	Weighting			
Understanding, Fluency and Communicating	50	15	10	25
Problem solving, reasoning and justification	50	15	20	15
<b>Marks</b> (Weighting of task)	100	30	30	40
Outcomes	Descriptions			
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 and three-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			

FISC Modern History Preliminary Assessment Schedule - 2025				
Component		Task 1	Task 2	Task 3
		Combined Source Study & Research	Historical Investigation Research & Essay	Final Examination: Evidence-based examination – Short Answers & Extended Responses
Date		Week 3/T2	Week 9/T2	Week 9-10/T3
Outcomes		MH11-1, MH11-2, MH11-3, MH11-4, MH11-5	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5
Syllabus Components	Weighting			
Knowledge and understanding of course content	40	10	10	20
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20	5	5	10
Historical inquiry and research	20	10	10	0
Communication of historical understanding in appropriate forms	20	5	5	10
<b>Marks</b> (Weighting of task)	100	30	30	40
Outcomes	Descriptions			
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.			

## FISC Human Movement Science Preliminary Assessment Schedule - 2025

Component		Task 1	Task 2	Task 3
		Youth Health Analysis	Training/Nutrition Program	Collaborative Investigation
Date		Week 7 /T1	Week 9 /T2	Week 6/T3
Outcomes		HM-11-01, HM-11-02	HM-11-08, HM-11-10	HM-11-03, HM-11-05, HM-11-09
Syllabus Components	Weighting	Health for Individuals and Communities	The Body and Mind in Motion	Collaborative Investigation
Knowledge and understanding of course content	40	15	15	100
Skills in critical thinking, research, analysis and communicating	60	15	15	20
Marks (Weighting of task)	100	35	35	30
Outcomes	Descriptions			
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			
	Uses a range of sources to draw conclusions about health and physical activity concepts			
	Analyses factors influencing movement and patterns of participation			

## FISC Photography 2 Unit 1 & 2 Year Preliminary Assessment Schedule - 2025

Component		Task 1	Task 2	Task 3
		OHS and Introduction to practice in digital imaging. Includes artist studies and personal diary reflection on students own practice.	Manipulated Forms in Wet Photography. Includes artist studies and personal diary reflection on students own practice.	Manipulated Forms in Digital Photography. Portfolio of works and final Exhibition. Includes artist studies and personal diary reflection on students own practice.
Date		Week 10/ T1	Week 10/ T2	Week 7/ T3
Outcomes		M1, M2, M4, M6 CH1, CH2, CH5	M2, M4, M5, M6 CH2, CH3	M1, M3, M5, M6, CH3, CH4, CH5
Syllabus Components	Weighting			
Making	70	20	20	30
Critical and Historical Study	30	10	10	10
Marks (Weighting of task)	100	30	30	40
Outcomes	Descriptions			
M1	Generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice			
M2	Explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works			
M3	Investigates different points of view in the making of photographs and/or videos and/or digital images			
M4	Generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images			
M5	Develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images			
M6	Takes into account issue of Work Health and Safety in the making of photographs and/or videos and/or digital imaging			
CH1	Generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging			
CH2	Investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations			
CH3	Distinguishes between different points of view and offers interpretive accounts in critical and historical studies			
CH4	Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging			
CH5	Recognises how photography and/or video and/or digital imaging are used in various fields of cultural production			

FISC Physics Preliminary Assessment Schedule - 2025				
Component		Task 1	Task 2	Task 3
		Depth Study research and Presentation Part 1 - Dynamics  Part 2 – Waves and Thermodynamics Investigation	Practical Investigation  Dynamics - Collisions and Momentum	Yearly Examination
Date		Week 9/T1 Week 8/T2	Week 5/T2	Week 9-10/T3
Outcomes		PH11/12-1, PH11/12-2 PH11/12-3, PH11/12-4 PH11/12-5, PH11/12-6 PH11/12-7 PH11-8, PH11-9, PH11-10	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-7 PH11-9	PH11/12-1 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11
Syllabus components	Weighting			
Skills in Working Scientifically	50	20	10	20
Knowledge and Understanding	50	10	20	20
Marks (Weighting of task)	100	30	30	40
Outcomes	Descriptions			
PH11/12-1 PH11/12-2 PH11/12-3 PHS11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11	<p>Develops and evaluates questions and hypotheses for scientific investigation</p> <p>Designs and evaluates investigations in order to obtain primary and secondary data and information</p> <p>conducts investigations to collect valid and reliable primary and secondary data and information</p> <p>Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>Analyses and evaluates primary and secondary data and information</p> <p>solves scientific problems using primary and secondary data, critical thinking skills and Scientific processes</p> <p>Communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p> <p>Describes and analyses motion in terms scalar and vector quantities in two dimensions and makes</p> <p>Quantitative measurements and calculations for distance, displacement, speed, velocity and acceleration.</p> <p>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.</p> <p>explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles</p> <p>Explains and quantitatively analyses electric fields, circuitry and magnetism.</p>			

FISC Society and Culture Preliminary Assessment Schedule - 2025				
Component		Task 1	Task 2	Task 3
		Topic Test 1: Social and Cultural World and Personal and Social Identity	Mini PIP Research Stage 1: Research Methods ( <i>Draft</i> ) Stage 2: Report	Final Examination
Date		Week 2/T2	Stage1: Week 6/T2 Stage 2: Week 5/T3	Week 9-10/T3
Outcomes		P1, P2, P3, P4, P5, P6, P9, P10	P1, P2, P3, P4, P6, P7, P8, P9, P10	P1, P2, P3, P4, P6, P7, P8, P9, P10
Syllabus Components	Weighting			
Knowledge and Understanding of course content	50	15	5	30
Application and Evaluation of Social and Cultural Research Methods	30	5	20	5
Communication	20	5	10	5
<b>Marks</b> (Weighting of task)	100	25	35	40
Outcomes	Descriptions			
P1	Identifies and applies social and cultural concepts			
P2	Describes personal, social and cultural identity			
P3	Identifies and describes relationships and interactions within and between social and cultural groups			
P4	Identifies the features of social and cultural literacy and how it develops			
P5	Explains continuity and change and their implications for societies and cultures			
P6	Differentiates between social and cultural research methods			
P7	Selects, organises and considers information from a variety of sources for usefulness, validity and bias			
P8	Plans and conducts ethical social and cultural research			
P9	Uses appropriate course language and concepts suitable for different audiences and contexts			
P10	Communicates information, ideas and issues using appropriate written, oral and graphic forms			

FISC Sports, Lifestyle & Recreation Preliminary Assessment Schedule - 2025				
Component		Task 1	Task 2	Task 3
		Surf Awareness Skill/Prac Aquatics	Modified Games	Sports First Aid/Injuries
Date		Week 8/T1	Week 8/T2	Week 9/T3
Outcomes		1.1, 1.3, 2.2, 3.1, 3.6, 4.4, 4.5	1.2, 1.3, 2.3, 3.1, 3.2, 4.4	1.3, 3.6, 4.5
Syllabus Components	Weighting			
Knowledge and Understanding	50	15	15	10
Skill	50	25	25	10
Marks (Weighting of task)	100	20	40	40
Outcomes	Descriptions			
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
	<b>Values and Attitudes</b>
1.1	Accepts responsibility for personal and community health
1.2	Willingly participates in regular physical activity
1.3	Values the importance of an active lifestyle
1.4	Values the features of a quality performance
1.5	Strives to achieve quality in personal performance

## FISC Visual Arts Preliminary Assessment Schedule - 2025

Component		Task 1	Task 2	Task 3
		Experimental Art making practice with VAPD and Artist Studies.	Investigating Art Making Practice with VAPD and Artist Studies	Yearly Examination Art Criticism and Art History
Date		Week 2/T2	Week 7/T3	Week 9/T3
Outcomes		P1, P3, P9, P10	P1, P2, P4, P5, P6, P7, P10	P8, P9, P10
Syllabus Components	Weighting			
Knowledge and Understanding	50	20	30	0
Skill	50	10	10	30
Marks (Weighting of task)	100	30	40	30
Outcomes	Descriptions			
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 orientation 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			

FISC Visual Design Preliminary Assessment Schedule - 2025				
Component		Task 1	Task 2	Task 3
		Tiny House Design	Graphic Design	Individual Design Project
Date		Week 8 /T1	Week 9-10 /T2	Week 6/T3
Outcomes		DM3, DM5, CH3	DM1, DM2, DM5	DM4, DM6, CH2
Syllabus components	Weighting	Interior/Exterior Design Module	Graphic Design Module	Individual Design Project Module
Knowledge and understanding of course content.	40	15	15	20
Skills in critical thinking analysing and communicating.	60	15	15	20
Marks (Weighting of task)	100	30	30	40

FISC Work Studies 1 Unit Preliminary Assessment Schedule - 2025				
Component		Task 1	Task 2	Task 3
		Research Investigation	Quiz	Interview and Report
Date *		T1/Wk8	T2/Wk9	T3/Wk6
Outcomes		1, 3, 4, 5	1, 2, 3, 4, 5, 7, 8, 9	1, 3, 4, 5
Syllabus components	Weighting			
Knowledge and understanding outcomes and course content	30	10	6	14
Skills outcomes and course content	70	25	14	31
<b>Marks</b> (Weighting of task)	100	35	20	45

\* Assessment Task dates will be negotiated with students who commence the course late

## FISC Connected Learning WRAP Preliminary Assessment Schedule - 2025

Component		Task 1	Task 2	Task 3
		Test type on Learning and Cognition	Communication/ Reflective Writing Task.	Final Course Test
Date: Due dates for tasks will be notified in class. You will be given written notification.				
Outcomes		1.1, 1.2, 1.3, 1.4, 1.5	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7
Syllabus components	Weighting			
Knowledge and Understanding	50	20	10	20
Skills	35	10	20	5
Communication of Historical Understanding	15	5	5	5
<b>Marks</b> (Weighting of task)	100	35	35	30
Outcomes	Descriptions			
1.1	Identifies and explains the process of learning			
1.2	Explains the concept of metacognition			
1.3	Applies an understanding of learning styles			
1.4	Examines tools to maximise effective learning			
1.5	Applies self-reflective organisational techniques to personal progress			
2.1	Explains the nature of varied communication forms			
2.2	Examines strategies to improve communication			
2.3	Examines barriers to communication and assess techniques to overcome barriers			
2.4	Applies knowledge of technological aids to improve communication			
2.5	Explores contemporary issues in communication			
2.6	Explores contemporary issues in communication			
2.7	Self-assesses preferred communication modes in varied contexts			



## PUBLIC SCHOOLS NSW RTOs VOCATIONAL EDUCATION AND TRAINING

### School Delivered Vocational Education and Training (VET) Courses

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

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

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

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

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all competencies achieved for the VET course undertaken.

**Board Developed Industry Curriculum Framework (ICF)** courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

**Board Endorsed Courses (BECs)** are courses based on national industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.

### Work Placement

Many VET courses have a mandatory work placement requirement set by NESA. Students will:

- gain insights into the kind of career they would like to have.
- make informed decisions about further training and study.
- become more employable.
- be better equipped for business and employment opportunities.

There are other VET opportunities including:

### Externally delivered Vocational Education and Training (EVET)

Information and courses available are listed here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses> Talk to your school Careers Adviser about how to access EVET.

### School Based Apprenticeships and Traineeships (SBAT)

Information about SBATs is available here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships> For further information about how to access an SBAT opportunity please speak with your Careers Adviser

## 2025 Retail Services Course Descriptor

### SIR30216 Certificate III in Retail

*This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact*

**Course: Retail Services**

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

**HSC credit – 4 units**

(2 units x 2 years or 4 units x 1 year)

Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIR30216 Certificate III in Retail

<https://training.gov.au/Training/Details/SIR30216>. You will be expected to complete all requirements of the Registered Training Organisation and NESA. To gain the full qualification you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

**Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.**

**Transferrable industry skills gained in this course**

- |  |                           |
|--|---------------------------|
| • maintain store operations                | • customer service skills |
| • using technology to organise information | • teamwork                |
| • meeting organisational expectations      | • problem solving         |

**Examples of occupations in the retail services industry**

- |                                   |                     |   |
|-----------------------------------|---------------------|---|
| • frontline sales assistant       | • shop assistant    | • team leader                           |
| • customer service representative | • retail supervisor | • senior sales assistant administration |

**VET requirements****Competency-Based Assessment**

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

**Appeals and Complaints**

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines

**HSC requirements****Mandatory course requirements**

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

**External Assessment (optional HSC examination for ATAR purposes)**

The Higher School Certificate examination for Retail Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.

**Consumable costs: Preliminary - \$Nil****HSC - \$Nil****Refunds**

**School specific equipment and associated requirements for students**

Refund arrangements are on a pro-rata basis.  
Please refer to your school refund policy

A school-based traineeship is available in this course. For more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

**Exclusions:** In this framework students can only undertake the Retail Services (120 indicative hours) course or the Retail Services (240 indicative hours) course.

General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>



School Name: Five Islands Secondary College

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIR30216 Certificate III in Retail			Task 1 Get ready for retail		Task 2 Operation safety	
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Weeks Term 1	Weeks Term 2	Weeks Term 2	10
Code	Unit of Competency	HSC Examinable	Date	Date	Date	
SIRXIND001	Work Effectively in a Service Environment	✓	X			
SIRXCOM002	Work Effectively in a Team	✓	X			
SIRXWH002	Contribute to Workplace Health and Safety	✓			X	
SIRRINV001	Receive and Handle Retail Stock				X	

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

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

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



## 2025 Hospitality Course Descriptor SIT20322 Certificate II in Hospitality

*This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.*

### Course: Hospitality (Food and Beverage)

Industry Curriculum Framework (ICF)

Australian Tertiary Admission Rank (ATAR) eligible course

### HSC credit – 4 units

(2 units x 2 years or 4 units x 1 year)

Board Developed Course (240 hour)

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality

<https://training.gov.au/training/details/SIT20322>. You will be expected to complete all the requirements of the Registered Training Organisation and NESA. To gain the full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

**Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.**

### Transferrable industry skills gained in this course

- |                           |                     |
|---------------------------|---------------------|
| • customer service skills | • adaptability      |
| • teamwork                | • critical thinking |
| • organisational skills   | • problem solving   |

### Examples of occupations in the hospitality industry

- |                                    |                           |   |
|------------------------------------|---------------------------|---|
| • food and beverage attendant      | • restaurant host/hostess | • function attendant                      |
| • espresso coffee machine operator | • receptionist            | • barista and café service administration |

### VET requirements

#### Competency-Based Assessment

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

#### Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines

### HSC requirements

#### Mandatory course requirements

You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

#### External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.

**Consumable costs: Preliminary - \$130, Uniform - \$55, Chef Kit Hire - \$25  
HSC - \$80**

#### Refunds

Refund arrangements are on a pro-rata basis.  
Please refer to your school refund policy

### School specific equipment and associated requirements for students

A school-based traineeship is available in this course. For more information: <https://education.nsw.gov.au/schooling/students/career-and-study-pathways/school-based-apprenticeships-and-traineeships/traineeships/certificate-ii-hospitality>

**Exclusions:** In this Framework, students can only undertake the Hospitality (120 indicative hours) course or the Hospitality (240 indicative hours) course.

General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>



School Name: Five Islands Secondary College

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality		Task 1 Safety in the kitchen		Task 2 Service please	
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 10 Term 2 Date 30/06/2025		Week 5 Term 3 Date 18/08/2025	
Code	Unit of Competency	HSC Examinable			
SITXWHS005	Participate in safe work practices	X			
SITXFSA005	Use hygienic practices for food safety	X			
SITXFSA006	Participate in safe food handling practices	X			
SITHCCC025	Prepare and present sandwiches	X			
SITXCCS011	Interact with customers	X		X	
SITXCOM007	Show social and cultural sensitivity			X	

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

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

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

# COURSE: Manufacturing and Engineering Introduction



NSW Department of Education RTO 90333

2025 Manufacturing and Engineering Introduction Course Descriptor		
MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways		
This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.		
Course: Manufacturing and Engineering - Introduction Board Endorsed Course (240 hour) (2 units x 2 years or 4 units x 1 year)	HSC credit – 4 units There is no Australian Tertiary Admission Rank (ATAR) for this course	
By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways <a href="https://training.gov.au/Training/Details/MEM10119">https://training.gov.au/Training/Details/MEM10119</a> & <a href="https://training.gov.au/Training/Details/MEM20422">https://training.gov.au/Training/Details/MEM20422</a> You will be expected to complete all requirements of the Registered Training Organisation. To gain the full qualification MEM10119 Certificate I in Engineering students must successfully achieve 8 units of competency (16 points). A Statement of Attainment toward MEM20413 Certificate II in Engineering is possible if at least one of the certificate II units of competency is achieved.		
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.		
Transferrable industry skills gained in this course		
<ul style="list-style-type: none"><li>• risk management</li><li>• time management</li><li>• basic emergency response</li></ul>	<ul style="list-style-type: none"><li>• communication</li><li>• problem solving</li><li>• decision making</li></ul>	
Examples of occupations in the manufacturing and engineering industry		
<ul style="list-style-type: none"><li>• fitter machinist</li><li>• refrigeration mechanic</li></ul>	<ul style="list-style-type: none"><li>• toolmaker</li><li>• maintenance fitter</li></ul>	<ul style="list-style-type: none"><li>• Air conditioning mechanic</li></ul>
VET requirements		
Competency-Based Assessment		
In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.		
Appeals and Complaints		
You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.		
HSC requirements		
Mandatory course requirements		
You must complete 240 indicative hours of course work and a minimum of 35 hours work placement. Not meeting these requirements will incur an `N` determined as required by NESA.		
External Assessment)		
There is no external assessment (eg. HSC examination) for this course.		
Consumable costs: Preliminary - \$120	HSC - \$100	Refunds Refund arrangements are on a pro-rata basis Please refer to your school refund policy
School specific equipment and associated requirements for students		
A school-based traineeship is not available in this course.		
Exclusions: General information about NESA VET course exclusions can be found <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>		

2025 Course Descriptor Manufacturing and Engineering Introduction - MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways Version 0.6

Disclaimer: If you require accessible documents, please contact your VET Coordinator for support

School Name: Five Islands Secondary College

Assessment Schedule Year 11 - 2025

Assessment Tasks for		Task 1	Task 2	Task 3
MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways		Welcome to the industry	Right tool right job	Engineering in practice
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 5	Week 10*	Week 10
*Task 2 completion may be carried over to HSC year		Term 2	Term 2*	Term 3
Code	Unit Name	Date	Date *Ongoing	Date
MEM13015	Work safely and effectively in manufacturing and engineering	X		
MEM16006	Organise and communicate information	X		
MEM11011	Undertake manual handling	X		
MEM18001	Use hand tools		X	
MEM18002	Use power tools/hand held operations		X	
MEM12024	Perform computations			X
MEM16008	Interact with computer technology			X
MEM07032	Use workshop machines for basic operations			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways.

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



<b>2025 Construction Course Descriptor</b> <b>CPC20220 Certificate II in Construction Pathways (Release 6) &amp; Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)</b>	
<i>This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.</i>	
<b>Course: Construction</b> Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	<b>HSC credit – 4 units</b> (2 units x 2 years or 4 units x 1 year) Board Developed Course (240 hour)
By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) <a href="https://training.gov.au/Training/Details/CPC20220">https://training.gov.au/Training/Details/CPC20220</a> & <a href="https://training.gov.au/Training/Details/CPC20120">https://training.gov.au/Training/Details/CPC20120</a> You will be expected to complete all and the requirements of the Registered Training Organisation and NESA. Students successfully completing the 10 units required for Construction Pathways will be eligible to receive a CPC20220 Certificate II in Construction Pathways (Release 6). A statement of attainment towards CPC20120 Certificate II in Construction is possible if at least one of the units of competency associated with this qualification is achieved.	
<b>Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.</b>	
<b>Transferrable industry skills gained in this course</b>	
<ul style="list-style-type: none"> <li>• risk management</li> <li>• time management</li> <li>• basic emergency response</li> <li>• communication</li> <li>• problem solving</li> <li>• decision making</li> </ul>	
<b>Examples of occupations in the construction industry</b>	
<ul style="list-style-type: none"> <li>• carpentry</li> <li>• joinery</li> <li>• bricklaying</li> <li>• builder's labourer</li> </ul>	
<b>VET requirements</b>	
<b>Competency-Based Assessment</b> In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.	
<b>Appeals and Complaints</b> You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.	
<b>HSC requirements</b>	
<b>Mandatory course requirements</b> You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.	
<b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on your eligibility to receive a vocational qualification.	
<b>Consumable costs: Preliminary - \$120      HSC - \$100      White Card - \$100</b> <b>School specific equipment and associated requirements for students.</b> <b>*White Card is outsourced through an external provider and price may change.</b>	<b>Refunds</b> Refund arrangements are on a pro-rata basis Please refer to your school refund policy
A school-based traineeship is available in this course. For more information: <a href="https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships">https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</a>	
<b>Exclusions:</b> Students can only undertake the Construction (120 indicative hours) course or the Construction (240 indicative hours) course. General information about NESA VET course exclusions can be found <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>	



School Name: Five Islands Secondary College

Joinery

Assessment Schedule Year 11 – 2025

Assessment Tasks for		Task 1 White card	Task 2 Tools and equipment	Task 3 Work safe	Task 4 Working it out
Code	Unit of Competency				
CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)	Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.	Week 6 Term 1 Date	Week 10* Term 2* Date *Ongoing	Week 11 Term 1 Date	Week 10 Term 2 Date
	*Task 2 completion may be carried over to HSC year				
	HSC Examinable				
CPCW/HS1001	Prepare to work safely in the construction industry	X			
CPCCCA2002	Use carpentry tools and equipment		X		
CPCCCM2005	Use construction tools and equipment		X		
CPCCCA2011	Handle carpentry materials		X		
CPCCWH-S2001	Apply WHS requirements, policies, and procedures in the construction industry			X	
CPCCCM1011	Undertake basic estimation and costing				X
CPCCOM1015	Carry out measurements and calculations				X

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

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

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