YOUR PATHWAY

YOUR FUTURE

**year 10 rosa**

Record of school achievement

Assessment Guide



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2025

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# FOREWORD

Year 10 marks the first of the years in which students can earn a leaving credential. This is the **Record of School Achievement (ROSA).** Employers and the community in general expect all school leavers to present a Record of School Achievement from secondary school. It is therefore important for you to consider your attitude to school work and your effort and organisation in Year 10 as this record of achievement will be on “the public record” and stay with you for all time.

At the end of the year students will be awarded a **Record of School Achievement,** which;

* Indicates that you have **attended regularly** and **satisfactorily studied** the necessary subjects throughout Year 10.
* Lists all the subjects and courses studied and the level of achievement in each of these as an A, B, C, D, E or N grading.

The aim of this booklet is to outline the College’s expectations of you in Year 10 and to provide important information about the various ways in which assessment takes place. Each subject has a published schedule of assessment tasks which must be completed throughout the year in order for a grade to be awarded to a student. These are similar in all schools and are based on the students working towards achieving the learning outcomes published by NSW Education. Standard Authority (NESA) Year 10 has a much greater level of formal assessment than in the junior years because students’ achievements are being reported in terms of all students across the state and the same standards are to be applied in every NSW School.

Please take the time to read the information in this booklet carefully, now you are in Year 10.

Best wishes for a successful year.

Jenny Flowers

Principal

**INFORMATION**

The following pages list the rules under which the ROSA operates. Please ensure you are familiar with these rules and please contact the College if you have any questions.



A **Record of School Achievement (ROSA)** is awarded to students at the end of Year 10 if they have fulfilled NESA requirements.

The College ensure that each Year 10 student studies a pattern of courses which meets NESA’S requirements for the receipt of the Record of School Achievement.

YEAR 10 STUDENTS – WHAT MUST I DO?

**Follow** the course developed or endorsed by NESA; and

**Apply** myself with diligence and sustained effort to the set course work tasks and experiences provided in the course by the school, including homework.

**Achieve** some or all of the course outcomes as demonstrated in assessment tasks, practical requirements and assigned work.

**Maintain** a satisfactory level of class attendance. A student whose attendance affects the ability to demonstrate understanding of course outcomes is at risk of an N-determination. Where a student has been able to maintain or make up work that was missed during absences, teachers will use their professional judgement in determining whether the student is still at risk. Students are responsible for explaining their absences to each teacher. If they do not do this, the absence will be viewed as unexplained.



GRADES

The College reports your child’s progress with written reports twice a year and provides ongoing detail through interviews or meetings.

Each subject area is issued with a set of “Course Performance Descriptors” which are specifically related to the knowledge and skills of that subject. Throughout the Year 10 course students are assessed through class tests, examinations, assignments etc. These assessments are set to determine students’ knowledge and skills. By using the “Course Performance Descriptors”, teachers are able to mark student performance to a grade A-E. **These grades then become the grades earned by a student.**

In Mathematics the range of grades is as follows A10, A9. B8, B7, C6, C5, D4, D3 and E2.

As a guideline to interpreting grades the following General Performance Descriptors indicate what each grade signifies.

|  |  |
| --- | --- |
| **A** | The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations. |
| **B** | The students has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations. |
| **C** | The student has a adequate knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills. |
| **D** | The student has a fundamental knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills. |
| **E** | The student has an elementary knowledge and understanding in few areas of the content and has achieved elementary competence in some of the processes and skills. |

**VOCATIONAL EDUCATION AND TRAINING (VET) LEVELS OF ACHIEVEMENT**

|  |  |
| --- | --- |
| Competent: | Student has completed the Unit of Competency and has been assessed as competent I all elements |
| Not Yet Competent: | Student has been assessed and is not competent in one or more elements of the Unit of Competency |
| Credit Transfer: | Student has been awarded a recognised credential in the unit competency at the same or another RTO and has provided evidence of this |
| Recognition of Prior Learning: | Student has been assessed as competent for the whole Unit of Competency as a result of recognition of prior skills and knowledge |
| Continuing: | Student has not yet been assessed on the Unit of Competency being delivered |



WORK AND ACHIEVEMENT

To be successful in Year 10, you must adopt a serious approach to your school work and must be prepared to **work consistently** throughout the year.

You need to make a serious effort to do well in **both assessment and non-assessment tasks.**

Class work and homework form part of the overall assessment and students should regard ALL set work as important and contributing to final assessment. This provides an overall picture of the student and allows teachers to allocate a grade.

If you do not complete the non-assessment work related to the course, you risk losing the Principal’s certification that you have applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the College. This means you may be deemed “unsatisfactory” in a Record of School Achievement subject.



ATTENDANCE AND PUNCTUALITY

Attendance is critical. You must have a good reason to be absent from school, and a written note must be supplied by your parent/caregiver to explain your absence.

Any extended period of absence must be authorised by the Principal, or the Director Educational Leadership, for long absences. Long periods of absence can place your Record of School Achievement in jeopardy.

Punctuality is essential to creating an environment where learning can take place. Students arriving to class late cause disruption and break the concentration of the rest of the class. As a result lateness is viewed seriously and will be monitored closely.

At the end of this booklet you will find from each faculty an assessment schedule outlining dates of tasks, their nature and value. More detailed information will be given to you closer to the date when the task is to be held.

**If you are absent on any day you are responsible for checking whether a notice of assessment task was given during your absence.**

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WHAT MUST I DO TO HAVE SATISFACTORILY STUDIED A COURSE?

The National Education Standards Authority (NSEA) 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[[1]](#footnote-1);
* achieved some or all of the course outcomes; and/or
* completed all assessment tasks.

‘N’ DETERMINATIONS

1. You may be considered for an ‘N’ Determination in a subject if you **do not:**
2. Seriously attempt all homework, tests and assessment tasks set for that subject;
3. Show diligence and sustained effort throughout the year;
4. Seriously attempt examinations.
5. Achieve one or more outcomes in each subject.

If your overall attendance is poor, you may find that you will receive an ‘N’ determination in courses because you will not be able to demonstrate the conditions as outlined above.

1. Your progress is monitored throughout the year. Parents/guardians/carers or yourself are notified if your progress is causing concern.

WARNING OF ‘N’ DETERMINATIONS

This indicates that you are not working satisfactorily and not completing set work adequately. It is a WARNING that your effort, attendance or application need to improve immediately. You should discuss areas for improvement with your teachers and complete any work that is overdue. Parents may contact the Year Advisor to discuss your progress and ways to assist students in the learning process.

If your work or attendance is unsatisfactory, parents are notified in writing so that the situation may be rectified. If there is no satisfactory improvement as the year progresses, then an ‘N’ determination may be recommended for the relevant subject(s).

This clause will apply to any students who ***continually hand in class work late, truant or who are absent without justification***, as determined by the NSW Department of Education and Training

RECEIVING AN ‘N’ DETERMINATION

* If you receive an ‘N’ determination in a mandatory subject, you will **not** be eligible for the award of the Record of School Achievement (RoSA). You will instead receive a Transcript of Study when you leave school. The Transcript of Study will list the mandatory course(s) for which an ‘N’ determination was given. The words ‘Not completed’ will appear next to each ‘N’ determined course.
* The following words will appear at the bottom of the Transcript of Study – *Not eligible for the Record of School Achievement.*
* If you are given an ‘N’ determination in a non-mandatory course, the course will not appear on your RoSA or Transcript of Study.

APPEALING AGAINST AN ‘N’ DETERMINATION

1. Where you feel you have sufficient ground you can appeal against an ‘N’ determination/s in a subject(s) because of poor overall attendance or non-compliance with the requirements.
2. If you wish to lodge an appeal you are to see the Principal for advice about the required procedures and for information about the final dates for appeals. Appeals are made first at school level and then to NESA.
3. The Principal will consider all information provided by you and your parents about the circumstances relating to student non-performance.
4. NESA has the final say in awarding grades, after the school has made a decision.

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**WHAT HAPPENS IF I CANNOT SUBMIT ASSESSABLE WORK ON TIME?**

Illness or misadventure may prevent you, from time to time, successfully completing assessment tasks by the due date. It is the school’s policy that you will be given a zero award for an assessment task not completed unless you can provide valid written evidence which clearly indicates that you would not be fit for the assessment on the due date, OR which proves inability to complete the task.

If illness and/or misadventure occur **on the day of an exam/assessment task,** you (or family member) must contact the school on the day of the task to provide this information. **On the first day back at school,** you must **complete an Illness and Misadventure form** and bring substantiating evidence (such as a Doctors Certificate) to your **teacher** who will discuss it with their Head Teacher. You can obtain this form from your Teacher, Head Teacher or Year Advisor (a copy of the form can be found at the back of this booklet).

If you believe that the decision to award you a zero mark is unreasonable then you may **appeal** the decision by contacting the **Principal**.

APPROVED ABSENCE FROM A TASK

There may be some exceptional circumstances where you are required to be absent from class on College duties. In these cases, you may apply for approval to do the task at another time.

It should be clearly understood that, it is not always possible to give permission for an alternative date to complete a task. **Unless permission is granted, you are expected to complete the task at the scheduled time.** Failure to do so will result in the award of a zero mark for the task.

RECEIVING ZERO FOR AN ASSESSMENT TASK

There are a number of ways in which you may be awarded a zero for an assessment task. These are listed below:

* Being absent for a task with no acceptable justification.
* Submitting a task late where there is no acceptable evidence to justify this.
* Submitted work for Assessment Tasks that is not the students own work. Where this occurs, it will be deemed as cheating by the student and the student will be awarded a zero.

Examples of cheating include (but not limited to):

* Plagiarism (to pretend that someone else’s work is your own)
* Copying (using the work of another person and submitting it as your own).
* AI generated/assisted responses.

Simply downloading material from the net and cutting and pasting it into your work is cheating.

**If you are awarded a zero mark a letter of notification will be sent home to your parents by the Head Teacher/Faculty Co-ordinator**



EARLY COMMENCEMENT ELECTIVES

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Some students in Year 10 have chosen electives that allow them to study Year 11 subjects while they are in Year 10. These are called Early Commencement electives.

If you have chosen any of the following, then you are studying an Early Commencement elective:

* Hospitality
* Retail Services
* Metals
* Marine
* Child Care

This means that you will also need a Year 11 Assessment Handbook that will explain the rules for Year 11 Assessment. These will NOT be exactly the same as Year 10. You can obtain this booklet from your Year Advisor or the front office.

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.

1. **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.

1. **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.

1. **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.

1. **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.

1. **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.

1. **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.

***NOTE:*** *Planning and re-programming is underway for the roll out of the new K-10 English syllabus in 2025. As a result, some changes to this Assessment Schedule will be experienced.  An updated Assessment Schedule will be issued to students upon finalisation.*

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| **FISC English Course Assessment Schedule - 2025** | | | | | | |
| **Component** | | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Task 5** |
|  | | AIDA Task:  Viewing & Representing | Creative Response and Short Answer Response:  Reading, Writing | Speech to Purpose:  Speaking, Listening | Prejudice – Reading, Writing Composition:  Reading, Writing | Reflection and Improvement Portfolio Task:  Reflection and Improvement Portfolio Task |
| Date | | Week 8/T1 | Week 3/T2 | Week 3/T3 | Week 10/T3 | Week 3/T4 |
| Outcomes | | EN5-2A,  EN5-4B,  EN5-6C | EN5-1A,  EN5-3B,  EN5-4B, EN5-8D | EN5-4B,  EN5-8D, EN5-9E | EN5-3B,  EN5-6C,  EN5-7D,  EN5-8D | EN5-1A,  EN5-2A,  EN5-4B,  EN5-7D,  EN5-9E |
| Syllabus components | **Weighting** |  |  |  |  |  |
| Knowledge and understanding | 50 | 5 | 10 | 10 | 10 | 15 |
| Skills | 50 | 5 | 10 | 10 | 10 | 15 |
| **Marks** (Weighting of task) | 100 | 10 | 20 | 20 | 20 | 30 |
| **Outcomes** | **Descriptions** | | | | | |
| EN5-1A  EN5-2A  EN5-3B  EN5-4B  EN5-5C  EN5-6C  EN5-7D  EN5-8D  EN5-9E | Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.  Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies.  Selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning.  Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.  Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts.  Investigates the relationships between and among texts.  Understands and evaluates the diverse ways texts can represent personal and public worlds.  Questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.  Purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness. | | | | | |

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| **FISC Child Studies 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 | | CS 5.4, CS 5.5, CS 5.8 | CS 5.1, CS 5.3, CS 5.5,  CS 5.9 | CS 5.3, CS 5.11, CS 5.12 |
| Syllabus components | **Weighting** |  |  |  |
| Knowledge and understanding | 50 | 20 | 15 | 15 |
| Skills | 50 | 20 | 15 | 15 |
| **Marks** (Weighting of task) | 100 | 40 | 30 | 30 |
| **Outcomes** | **Descriptions** | | | |
| CS 5.1  CS 5.2  CS 5.3  CS 5.4    CS 5.5  CS 5.6  CS 5.7  CS 5.8    CS 5.9    CS 5.10    CS 5.11    CS 5.12 | identifies the characteristics of a child at each stage of growth and development  describes the factors that affect the health and wellbeing of the child  analyses the evolution of childhood experiences and parenting roles over time  plans and implements engaging activities when educating and caring for young children within a safe environment  evaluates strategies that promote the growth and development of children  describes a range of parenting practices for optimal growth and development  discusses the importance of positive relationships for the growth and development of children  evaluates the role of community resources that promote and support the wellbeing of children and families  analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing  demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts  analyses and compares information from a variety of sources to develop an understanding of child growth and development  applies evaluation techniques when creating, discussing and assessing information related to child growth and development | | | |

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| **FISC HSIE Assessment Schedule History Course - 2025** | | | | |
| **Component** | | **Task 1** | **Task 2** | **Task 3** |
|  | | Course Work | Booklet Task | Research Assignment |
| Date | | Ongoing | Week 2 T2 or Week 9 T3 | Week 7 T2 or Week 3 T4 |
| Outcomes Assessed | | N/A | N/A | N/A |
| Syllabus components | **Weighting** |  |  |  |
| Knowledge and understanding | 60 | 15 | 10 | 35 |
| Historical Skills | 40 | 10 | 15 | 15 |
| **Marks** (Weighting of task) | 100 | 25 | 25 | 50 |
| **Outcomes** | | **Descriptions** | | |
| HT5-1  HT5-2  HT5-4  HT5-6  HT5-9  HT5-10 | | A Student:   * Explains and asses the historical forces and factors that shaped the modern world and Australia * Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia * Explains and analysis the causes and effects of events and developments in the modern world and Australia * Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia * Applies a range of relevant historical terms an concepts when communicating an understanding of the past * Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences | | |

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| **FISC HSIE Assessment Schedule Geography Course – 2025** | | | | |
| **Component** | | **Task 1** | **Task 2** | **Task 3** |
|  | | Course Work | Environment Task | Research Task |
| Date | | Ongoing | Week 8 T1 or Week 8 T3 | Week 5 T4 or Week 5 T4 |
| Outcomes Assessed | | N/A | N/A | N/A |
| Syllabus components | **Weighting** |  |  |  |
| Knowledge and understanding | 60 | 15 | 25 | 20 |
| Geographical Skills | 40 | 10 | 15 | 15 |
| **Marks** (Weighting of task) | 100 | 25 | 40 | 35 |
| **Outcomes** | | **Descriptions** | | |
| GE5-1  GE5-2  GE5-3  GE5-4  GE5-5  GE5-6  GE5-7  GE5-8 | | A Student:   * Explains the diverse features and characteristics of a range of places and environments * Explains processes and influences that form and transform places and environment * Analyses the effect of interactions and connections between people, places and environments * Accounts for perspectives pf people and organisations on a range of geographical issues * Assess management strategies for places and environments for their sustainability * Analyses differences in human wellbeing and ways to improve human wellbeing * Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry * Communicates geographical information to a range of audiences using a variety of strategies | | |

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| **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 7/T2 | Week 7/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 |
| **Marks** (Weighting of task) | 100 | 30 | 40 | 30 |
| **Outcomes** | **Descriptions** | | | |
| 1.1  1.2  1.3  1.4  1.5  2.1  2.2  2.3  3.1  3.2  3.3  3.4  4.1  4.2  5.1  5.2  5.3  5.4 | Relates with a respectful and caring attitude to the ocean and its life forms  Identifies the roles of individuals or groups involved in maritime activities  Recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course  Recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea  Demonstrates an awareness of the value of the ocean  Appreciates the importance of effective management practice  Works effectively within a group  Communicates information by writing reports, giving short talks and contributing to discussions  Evaluates information, situations, equipment manuals and written or manual procedures  Collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing  Generates information from data by calculating, inferring, interpreting and generalising  Carries out planned research activities using appropriate measurements, observations, classification and recording skills  Identifies marine vocations and a range of leisure pursuits  Appreciates marine environments as sources of employment and leisure  Values the rules and operating principles of marine equipment and applies them  Applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment  Interprets and follows instructions with accuracy  Selects, organises, assembles, dismantles, cleans and returns equipment | | | |

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| **FISC Mathematics Course Assessment Schedule - 2025** | | | | | |
| **Component** | | **Task 1** | **Task 2** | **Task 3** | **Task 4** |
|  | | In class test  Financial Mathematics | Investigation  Measurement | In class test  Indices  Algebra  Geometry  Equations  Linear relationship | Yearly Exam  All components |
| Date | | Week 8 T1 | Weeks 1-3/T2 | Week 8/T3 | Week 3/T4 |
| Outcomes | | MA5-FIN-C-01  MA5-FIN-C-02 | MA5-ARE-C-01  MA5-VOL-C-01 | MA5-IND-C-01  MA5-ALG-C-01  MA5-GEO-C-01  MA5-EQU-C-01  MA5-LIN-C-01  MA5-LIN-C-02 | MA5-FIN-C-01  MA5-FIN-C-02  MA5-ARE-C-01  MA5-VOL-C-01  MA5-IND-C-01  MA5-ALG-C-01  MA5-GEO-C-01  MA5-EQU-C-01  MA5-LIN-C-01  MA5-LIN-C-02  MA5-TRG-C-02  MA5-TRG-C-02  MA5-DAT-C-01  MA5-DAT-C-02 |
| Syllabus components | **Weighting** |  |  |  |  |
| Knowledge and Understanding | 50 | 10 | 10 | 15 | 20 |
| Skill | 50 | 10 | 15 | 10 | 10 |
| **Marks** (Weighting of task) | 100 | 20 | 25 | 25 | 30 |
| **Outcomes** | **Descriptions** | | | | |
| MA5-FIN-C-01  MA5-FIN-C-02  MA5-ARE-C-01  MA5-VOL-C-01  MA5-IND-C-01  MA5-ALG-C-01  MA5-GEO-C-01  MA5-EQU-C-01  MA5-LIN-C-01  MA5-LIN-C-02  MA5-TRG-C-02  MA5-TRG-C-02  MA5-DAT-C-01  MA5-DAT-C-02 | **MA5-FIN-C-01** - solves financial problems involving simple interest, earning money and spending money  **MA5-FIN-C-02** - solves financial problems involving compound interest and depreciation  **MA5-ARE-C-01** - solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids  **MA5-VOL-C-01** - solves problems involving the volume of composite solids consisting of right prisms and cylinders  **MA5-IND-C-01** - simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases  **MA5-ALG-C-01 -** simplifies algebraic fractions with numerical denominators and expands algebraic expressions  **MA5-GEO-C-01** - identifies and applies the properties of similar figures and scale drawings to solve problems  **MA5-EQU-C-01** - solves linear equations of up to 3 steps, limited to one algebraic fraction  **MA5-LIN-C-01** - determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools  **MA5-LIN-C-02** - graphs and interprets linear relationships using the gradient/slope-intercept form  **MA5-TRG-C-01** - applies trigonometric ratios to solve right-angled triangle problems  **MA5-TRG-C-02** - applies trigonometry to solve problems, including bearings and angles of elevation and depression  **MA5-DAT-C-01** - compares and analyses datasets using summary statistics and graphical representations  **MA5-DAT-C-02** - displays and interprets datasets involving bivariate data | | | | |

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| **FISC PDHPE Course Assessment Schedule - 2025** | | | | | |
| **Component** | | **Task 1** | **Task 2** | **Task 3** | **Task 4** |
|  | | Semester 1 Topic Test – Risky Business | Road Safety Campaign Assessment | Identity – Self Refection Task | Skills Test- Lifelong Physical Activity |
| Date | | Week9/T1 | Week 7/T2 | Week 8/T3 | Week 8/T4 |
| Outcomes | | PD5-2, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10 | PD5-2, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10 | PD5-1, PD5-2, PD5-3, PD5-9, PD5-10 | PD5-4, PD5-5, PD5-10, PD5-11, PD5-1 |
| Syllabus components | **Weighting** |  |  |  |  |
| Knowledge and understanding | 50 | 15 | 15 | 15 | 5 |
| Skill | 50 | 5 | 15 | 15 | 15 |
| **Marks** (Weighting of task) | 100 | 20 | 30 | 30 | 20 |
| **Outcomes** | | **Descriptions** | | | |
| PD5-1  PD5-2  PD5-3  PD5-6  PD5-9  PD5-10  PD5-4,  PD5-5,  PD5-10,  PD5-11  PD5-7  PD5-8 | | Assesses their own and others’ capacity to reflect on and respond positively to challenges  Researches and appraises the effectiveness of health information and support services available in the community  Analyses factors and strategies that enhance inclusivity, equality and respectful relationships  Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity  Assesses and applies self-management skills to effectively manage complex situations  Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts  Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts  Appraises and justifies choices of actions when solving complex movement challenges  Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts  Refines and applies movement skills and concepts to compose and perform innovative movement sequences  Plans, implements, and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities  Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity. | | | |

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| **FISC Science Course Assessment Schedule - 2025** | | | | | | |
| **Component** | | | **Task 1** | **Task 2** | **Task 3** | **Task 4** |
|  | | | Research Task | In class test | Student Research Project | Skills Test |
| Date | | | Week8/T1 | Week 3/T2 | Week 8/T3 | Week 2/T4 |
| Outcomes | | | SC5-15LW3 e ,f  SC5- 7.1WS a-c  SC5-9WSa&d | SC5-4WS1 a&b  SC5-4WS5.1 a&d  SC5-4WS5.2 b-e  SC5-4WS5.3 a,c,d  SC5-4WS6 a-e  SC5-16CW3, a-g | SC5-WS4-9 | SC5-10PW2 a-d  SC5-11PW4 a,b |
| Syllabus components | | **Weighting** |  |  |  |  |
| Knowledge & understanding | | 50 | 15 | 20 | 10 | 5 |
| Skill | | 50 | 5 | 10 | 20 | 15 |
| **Marks** (Weighting of task) | | 100 | 20 | 30 | 30 | 20 |
| **Outcomes** | | | **Descriptions** | | | |
| SC5-1VA  SC5-2VA  SC5-3VA  SC5-4WS  SC5-5WS  SC5-6WS  SC5-7WS  SC5-8WS  SC5-9WS  SC5-10PW  SC5-11PW  SC5-15LW  SC5-16CW | * appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them * shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures * demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations * develops questions or hypotheses to be investigated scientifically * produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively * undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively * processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions * applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems * presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations * applies models, theories and laws to explain situations involving energy, force and motion * explains how scientific understanding about energy conservation, transfers and transformations is applied in systems * explains how biological understanding has advanced through scientific discoveries, technological developments, and the needs of society * explains how models, theories and laws about matter have been refined as new scientific evidence becomes available | | | | | |

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| **FISC Visual Arts 10 Assessment Schedule - 2025** | | | | | |
| **Component** | | **Task 1** | **Task 2** | **Task 3** | **Task 4** |
|  | | Elements of Design:  Introduction to 2D basic drawing and painting. Submit your diary with all introductory tasks from term 1e.g colour wheel, tonal scale, 3d drawing exercises, textural drawings and artist studies. | Collage & Texture:  Large collated artwork with a minimum of 3 layers.  With diary including artist studies and documentations/  evaluation your collage/design process. | Canvas Painting:  Large Surrealist painting. A Figure or face in the environment. With diary including artist studies and documentation/  evaluation your painting process. | Ceramics:  Ceramics hand building tasks with diary Including artist studies and documentation / evaluation of your hand building process. |
| Date | | Week 2/T2 | Week 7/T2 | Week 9/T3 | Week 4/T4 |
| Outcomes Assessed | | 5.1, 5.6, 5.8 | 5.2,5.9 | 5.3,5.10 | 5.7,5.4,5.5 |
| Syllabus Component | **Weighting** |  |  |  |  |
| Art Making | 60 | 10 | 10 | 20 | 20 |
| Art Criticism and Art History | 40 | 10 | 10 | 10 | 10 |
| **Marks** (Weighting of task) | 100 | 20 | 20 | 30 | 30 |
| **Outcomes** | **Descriptions** | | | | |
| 5.1  5.2  5.3  5.4  5.5  5. 6  5.7  5.8  5.9  5.10 | Develops range and autonomy is selecting and applying visual arts conventions and procedures to make artworks  Makes artworks informed by their understanding of the function f and relationship between artist-artwork-world-audience  Makes artworks informed by an understanding of how the frames affect meaning  Investigate the world as a source of ideas, concepts and subject matter in the visual arts  Makes informed choices to develop and extend concepts and different meanings in their artworks  Demonstrates developing technical accomplishment and refinement in artworks  Applies their understanding of aspects of practice to critical and historical interpretations of art  Uses their understanding of the function of and relationship between artist-artwork-world audience in critical and historical interpretations of art  Demonstrates how frames provide different interpretations of art  Demonstrates how art criticism and art history construct meanings | | | | |

**HSC Assessment Advice for VET Courses**

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You willbe deemed “Competent” if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESA Courses.

Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies ‘not achieved’. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

**The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS)** will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. Refer to your NESA Student Online profile for more information.

**Recognition of Prior Learning (RPL)** on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.

**Credit Transfer (CT)** may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of this UoC.

**N Determination** letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an “N” determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

**Work placement** is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

* you will not be permitted to participate in a work placement if you are not deemed ‘work ready’ by your trainer.
* a ‘N’ determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates one or more unit/s of competency achieved towards the qualification.
* the scheduled date for work placement is shown in the course assessment summary.
* you will complete a workplace journal of your placement.

**Work placement advice from NESA in response to COVID**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

**HSC Examination is only available in some VET courses.** **(Refer to the NESA course outline and the specific course assessment summary for detailed information).**

* Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
* Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure.

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Description automatically generatedCOURSE: Construction

**NSW Department of Education RTO 90333**

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| **​​2025​ ​Construction​ Course Descriptor**  **​​CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)​** | | | |
| *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:  Construction**  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 ​CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)​ https://training.gov.au/Training/Details/CPC20220 & <https://training.gov.au/Training/Details/CPC20120> You will be expected to complete all and the requirements of the Registered Training Organisation and NESA. Students successfully completing the10 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 of the units of competency associated with this qualification 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** | | | |
| * risk management * time management * basic emergency response | | * communication * problem solving * decision making | |
| **Examples of occupations in the construction industry** | | | |
| * carpentry * joinery | | * bricklaying * builder's labourer | |
| **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 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. | | | |
| **Consumable costs: Preliminary -** $120 **HSC -** $100            **White Card** - $100  **School specific equipment and associated requirements for students.**  **\**White Card is outsourced through an external provider and price may change.*** | | | **Refunds**  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.](https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships)gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships | | | |
| **Exclusions:** 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 <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions> | | | |

2025 Course Descriptor Construction - CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Version 0.7

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COURSE: Hospitality – Food and Beverage

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**NSW Department of Education RTO 90333**

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| **​​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 * teamwork * organisational skills | | * adaptability * critical thinking * problem solving | | |
| **Examples of occupations in the hospitality industry** | | | | |
| * food and beverage attendant * espresso coffee machine operator | * restaurant host/hostess * receptionist | | | * function attendant * 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**  **School specific equipment and associated requirements for students** | | | **Refunds**  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/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> | | | | |

2025 Course Descriptor Hospitality - SIT20322 Certificate II in Hospitality Version {\_UIVersionString}

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Description automatically generatedCOURSE: Manufacturing and Engineering Introduction

**NSW Department of Education RTO 90333**

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| **​​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​ <https://training.gov.au/Training/Details/MEM10119> & <https://training.gov.au/Training/Details/MEM20422> 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** | | | | | |
| * risk management * time management * basic emergency response | | | * communication * problem solving * decision making | | |
| **Examples of occupations in the manufacturing and engineering industry** | | | | | |
| * fitter machinist * refrigeration mechanic | * toolmaker * maintenance fitter | | | | * Air conditioning mechanic |
| **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  **School specific equipment and associated requirements for students** | | | | **Refunds**  Refund arrangements are on a pro-rata basis  Please refer to your school refund policy | |
| A school-based traineeship is not available in this course. | | | | | |
| **Exclusions:** 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> | | | | | |

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

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COURSE: Retail Services

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**NSW Department of Education RTO 90333**

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| **​​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 * using technology to organise information * meeting organisational expectations | | * customer service skills * teamwork * problem solving | | |
| **Examples of occupations in the retail services industry** | | | | |
| * frontline sales assistant * customer service representative | * shop assistant * retail supervisor | | | * team leader * 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**  **School specific equipment and associated requirements for students** | | | **Refunds**  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.](https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships)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> | | | | |

​​ 2025 Stage 6 Course Descriptor Retail Services - SIR30216 Certificate III in Retail Department of Education - 90333 Version 0.6

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1. [↑](#footnote-ref-1)