

YOUR PATHWAY
YOUR FUTURE

2022

HIGHER SCHOOL CERTIFICATE

ASSESSMENT GUIDE



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FOREWORD

Introduction

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

HSC 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 be satisfactory at the end of the Preliminary HSC assessment before being allowed to start the HSC course.

For each subject, a student will be deemed satisfactory in that course if there is sufficient evidence that the student has:

- followed the course developed or endorsed by the National Education Student Authority (NESA)
- attended college regularly
- applied themselves with diligence and sustained effort to the set tasks and experiences provided by the school ie. classwork, assignments, homework and class tests
- made a satisfactory attempt in all exams and assessment tasks
- achieved some or all of the course outcomes.

Students will be provided with an assessment mark and rank (where appropriate) for each assessment task completed.

The Assessment Program begins in Term 4, 2021 and continues until the end of Term 3, 2022.

Only marks for each HSC assessment task counts towards the eventual HSC mark. From the commencement of the HSC component, 50% of the final HSC mark in each subject comes from the school based assessment and 50% depends on student performance in the HSC examination.

Jenny Flowers

Principal

INFORMATION FOR PARENTS, CAREGIVERS AND STUDENTS

The following material is provided for the information of HSC 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.

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?

NESA expects students to have:

- (a) followed the course developed or endorsed by NESA ;and
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- (c) achieved some or all of the course outcomes; and/or
- (d) completed all assessment tasks. However, if you fail to seriously attempt assessment tasks worth 50% or more of the final assessment mark, you will be awarded a zero for that course.

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

- (a) apply a "N" (Non-completion) determination and advise the NESA 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

Importantly, be aware that a failure to attempt at least 50% of the Total Assessment set for the course results in a MANDATORY (compulsory) N Determination in that course.

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, giving your reasons in writing. Your parent or caregiver must 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. Giving your reasons in writing must be done at least two (2) full school days prior to the due date. Your parent or caregiver must sign this note. A time extension may be granted in legitimate cases.

Does my attendance affect my results?

Students **must** attend regularly ie attend at least 90% of all College 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 for exceptional circumstances 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 you must notify your class teacher, the Head Teacher of that subject and the Year 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 college 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 any 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 given to you, 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 requirements 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

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, providing answers to examination questions in a language other than English (unless specifically instructed to do so) 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, or according to the College's examinations and procedures.

Am I entitled to a review of my final assessment?

Yes, the College has review procedures to examine legitimate cases. You should first approach the relevant Head Teacher. If that is not satisfactory then you should see the Deputy Principal. If the matter is still not resolved then 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 with regard to:

- 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.

If a student wishes to appeal, they must first notify the Principal in writing using the Student Appeal Form. The Principal will clarify the appeal procedures with the student and their parents. This will include providing all appropriate NESAs documentation. The Principal will then complete an initial review within 7 school days. Depending on the result of the review, the student could then elect to take the matter further, directly with the NESAs. Again, the Principal will provide support and all appropriate documentation to assist the student in this process.

Am I entitled to a re-assessment of an individual assessment task?

Yes, if the mark and rank is not what the student expected, then the student may approach his/her teacher for a re-assessment within two (2) full school days after results have been received.

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. A medical certificate may be required.

If the teacher, in consultation with the Head Teacher, feels there is just cause for re-assessment, then it may take place. 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. However, the new date must be negotiated with the students in that course before it is changed.

What feedback will I be given on my performance

For each task you will be told your assessment and your ranking in that 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 Principal 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 www.fiveislands-h.schools.nsw.edu.au

When are the Trial Higher School Certificate Exams?

The College holds Trial Higher School Certificate examinations in Term 3.

The examination is held under the same rules and guidelines as the Higher School Certificate. It is a good opportunity to practice 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.

How does my assessment result affect my final course mark?

The assessment mark is moderated against the student's performance in the HSC examination. The moderated assessment mark and examination mark are given equal weight in the determination of the student's HSC course mark, which is then used to calculate the ATAR.

Assessment tasks in VET courses are used to determine your achievement of competencies. There is no correlation between the achievement of competencies in VET courses and the ATAR. The HSC VET examination marks are recorded on your HSC and may be used to calculate your ATAR.

What happens if I require additional support to complete my HSC?

Students with special needs, known as Disability Provisions may request additional support so they can perform successfully and complete all tasks. These include Braille papers, large print papers, use of a writer, use of a reader, extension of test time, rest breaks, use of a computer, separate supervision, permission to take medication, or other provisions as judged appropriate.

Parents should notify the College immediately at the start of Year 11/12, if they wish such provisions to be considered for their student. The school will co-ordinate the preparation of appropriate evidence and a submission to NESAs for approval.

Where can I find information about the HSC?

A booklet outlining the rules and procedures will be made available to every student. You should read these rules carefully and talk to your Year Adviser if you have any questions.

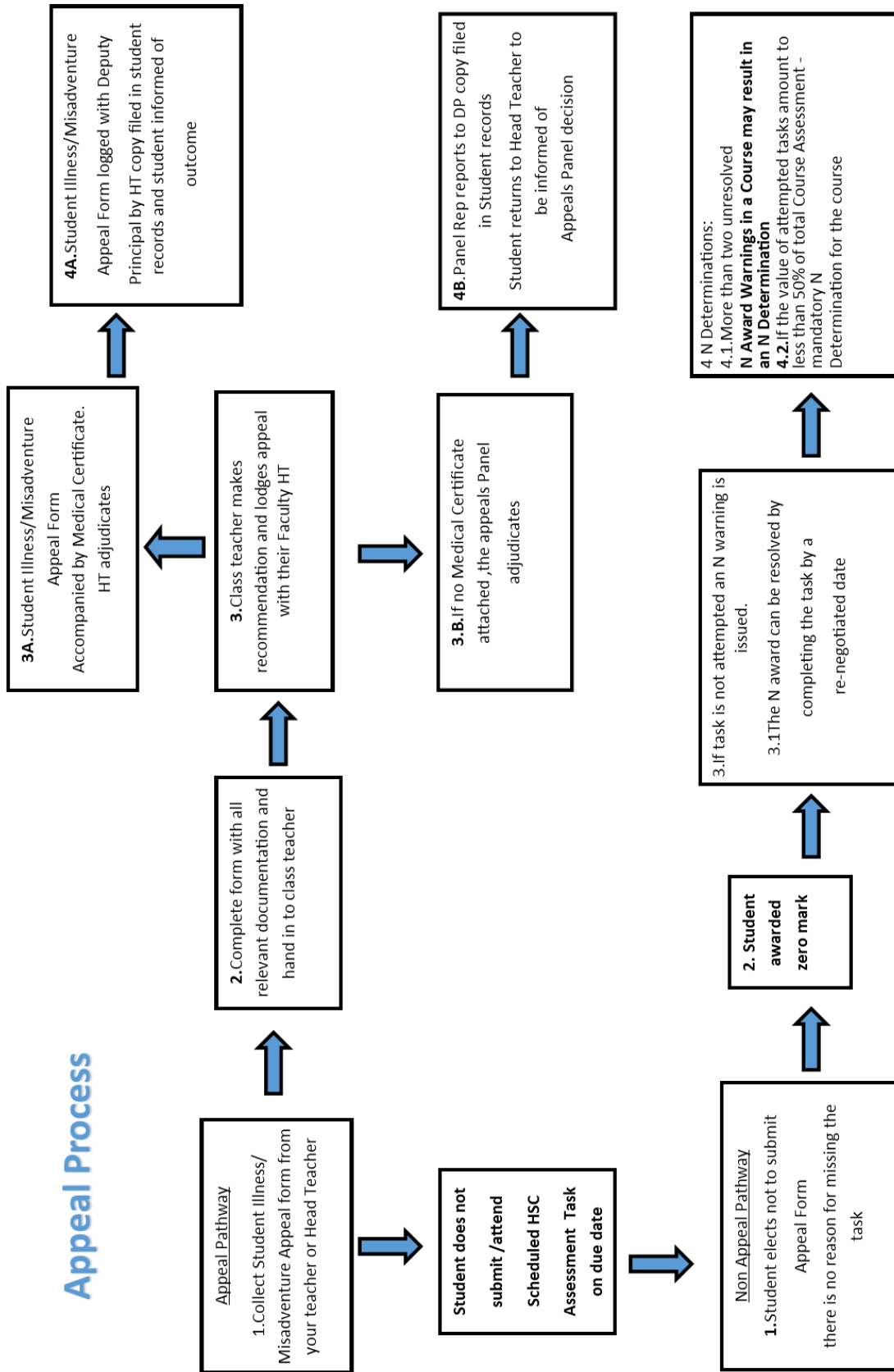
If you miss an examination, an examination mark of zero may be awarded for the course. The Principal must be contacted immediately. If you miss an examination or if you are unable to make it you must lodge an official Illness and/or Misadventure appeal to NESAs. If this appeal is upheld, NESAs may award your assessment mark as a substitute mark. More information is available on the NESAs website: www.educationstandards.nsw.edu.au

Finishing the Higher School Certificate Year

For Year 12, the finish to the year (and 13 years of schooling) is a very challenging and exciting time. For students there are many distractions which affect how well they focus on the main goal which is to get the best possible HSC result.

During this period, Year 12 must ensure they meet all school requirements. Students must be well behaved and they must not get caught up in any of the hype that is sometimes observed at this time. Poor behaviour will be dealt with in the usual manner according to the College Wellbeing code. Also, participation in events such as the graduation assembly, College formal and HSC exams will depend on the continued co-operation and appropriate behaviour of each student.

Appeal 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*

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 the final assessment mark and/or course rank

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

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 of Panel Convenor** **Date**

Copies of this form are available from all College Teaching Staff

EXAMINATION RULES AND PROCEDURES

Attendance

- Attendance is compulsory for all examination 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 Exam Coordinator/DeputyPrincipal.
- Students will only enter the exam room when directed by the exams 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 within the first hour of the exam or in the last 15 minutes as per HSC rules.**
- 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.**

You must NOT bring any of the following into the examination room:

- A mobile phone or smartwatch
- Any electronic device (except a calculator where permitted). This includes communication devices, organisers, tablets (e.g iPads, etc), music players or electronic dictionaries
- Paper or any printed or written material (including your examination timetable)
- Dictionaries, except where permitted in Language examinations
- Correction fluid or correction tape
- 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 and may be deemed as a non-serious attempt and be awarded zero marks. 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: 02 4274 0621).** 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.**
- The Presiding Officer and Supervisors are in charge of students:
 - When assembling before an examination
 - During the examination
 - After the examination until all students have left
 - You must follow the Supervisors' instructions at all times

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.

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

STUDENT ASSESSMENT PLANNER

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

FISC Ancient History HSC Assessment Schedule - 2022						
Component		Task 1	Task 2	Task 3	Task 4	
		Historical analysis: Core Topic Cities of Vesuvius: Pompeii and Herculaneum	Task: Ancient Societies (Sparta) and Core Topic	Essay Historical Periods (Julio – Claudians)	Trial HSC Examination	
Date		Week 8/ T4	Week 9/T1	Week 6/ T2	Week 5-6/T3	
Outcomes		Outcomes assessed AH12-6 AH12-8 AH12-9 AH12-10	Outcomes assessed AH12-1 AH12-2 AH12-3 AH12-9	Outcomes assessed AH12-1 AH12-2 AH12-3 AH12-9	Outcomes assessed AH12-1 AH12-2 AH12-3 AH12-4 AH12-5 AH12-6 AH12-7 AH12-8 AH12-9 AH12-10	
Syllabus Components	Weighting					
Knowledge and understanding of course content	40	5	5	10	20	
Historical skills in the analysis and evaluation of sources and interpretations	20	5	5	0	10	
Historical inquiry and research	20	5	10	5	0	
Communication of historical understanding in appropriate forms	20	5	5	10	0	
Marks (Weighting of task)	100	20	25	25	30	

FISC Biology HSC Assessment Schedule - 2022

Component		Task 1	Task 2	Task 3	Task 4
		Skills Task	Research Task	Depth Study	Trial HSC Examination
Date		Week 9/T4	Week 8/T1	Week 9/T2	Weeks 5-6/T3
Outcomes		Bio11/12:1,5 Bio12: 12	Bio11/12:1 ,2,4,5,6,7 Bio12: 13	Bio11/12:1,2,3, 4,5,6,7 Bio12: 12, 13,14,15	Bio11/12:3,4,6,7 Bio12: 12,13,14,15
Syllabus components	Weighting				
Students <ul style="list-style-type: none"> develop knowledge and understanding of heredity and genetic technologies develop knowledge and understanding of the effects of disease and disorders 	40	0	10	10	20
Students develop skills in applying the processes of Working Scientifically <ul style="list-style-type: none"> Questioning and predicting Planning investigations Conducting investigations Processing data and information 	30	10	5	15	0
Students develop skills in applying the processes of Working Scientifically <ul style="list-style-type: none"> Analysing data and information Problem solving Communicating 	30	5	5	10	10
Marks (Weighting of task)	100	15	20	35	30

FISC Business Studies HSC Assessment Schedule - 2022

Component		Task 1	Task 2	Task 3	Task 4
		Management Case Study	Semester 1 Test	Topic Task	Trial HSC Examination
Date		Week 2/T1	Weeks 9-10/T1	Week 8/T2	Weeks 5-6/T 3
Outcomes		H: 1, 2, 3, 4, 5, 6, 7, 8, 9	H: 1, 2, 3, 4, 5, 6, 7, 9,	H: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	H: 1, 2, 3, 4, 5, 6, 7, 8, 9,10
Syllabus components	Weighting				
Knowledge and understanding	40	5	10	5	20
Stimulus	20	0	10	5	5
Research and inquiry methods	20	15	0	5	0
Communication	20	0	5	10	5
Marks (Weighting of task)	100	20	25	25	30

FISC Ceramics HSC Assessment Schedule - 2022

Component		Task 1	Task 2	Task 3
		OHS Making and Diary - Introduction to Hand Building and surface decoration. Includes artist studies and personal diary reflection on students own practice	Making and Diary – Postmodern artist appropriation. Research a famous Ceramicist using the frames and create 2 ceramic artworks influenced by your chosen artist.	Making and Diary – Public art and production. Collaborative task. Work to design brief to create a ceramic tile mural. Includes artist studies and personal diary reflection on students own practice
Date		Week 2/T2	Week 10 /T2	Week 7/T3
Outcomes		M4, M6 CH1, CH2, CH5	M5, M6 CH2, CH3	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

FISC Chemistry HSC Assessment Schedule - 2022

Component		Task 1	Task 2	Task 3	Task 4
		Research Task	Skills Task	Depth Study	Trial HSC Examination
Date		Week 7/T4	Week 8/T1	Week 8/T2	Weeks 5-6 /T 3
Outcomes		CH11/12: 1,5 CH12: 12	CH11/12: 1,2,3,4,5,6,7 CH12: 12, 13	CH11/12: 1,2,4,5,6,7 CH12: 13, 14	CH11/12: 3,4,6,7 CH12: 12,13,14,15
Syllabus components	Weighting				
Students <ul style="list-style-type: none"> develop knowledge and understanding of equilibrium and acid reactions in chemistry develop knowledge and understanding of the applications of chemistry 	40	10	0	10	20
Students develop skills in applying the processes of Working Scientifically <ul style="list-style-type: none"> Questioning and predicting Planning investigations Conducting investigations Processing data and information 	30	5	10	15	0
Students develop skills in applying the processes of Working Scientifically <ul style="list-style-type: none"> Analysing data and information Problem solving Communicating 	30	5	5	10	10
Marks (Weighting of task)	100	20	15	35	30

FISC Community & Family HSC Assessment Schedule - 2022

Component		Task 1	Task 2	Task 3	Task 4
		IRP	Work Task	Family Task	Trial HSC Examination
Date		Week 6 /T4	Week 9-10 /T1	Week 6/T2	Weeks 5-6/T 3
Outcomes		H:3.4,5.1,5.2	H:4.1,4.2, 6.1,6.2 7.1,7.2	H: 2.1,2.2,3.1,3.2	H:1.1,2.3,3.1, 3.2, 3.3,3.4,4.1 4.2,5.1,5.2,6.1 6.2,7.3,7.4
Syllabus components	Weighting				
Knowledge and understanding of course content.	40	0	10	10	20
Skills in critical thinking analyzing and communicating	60	20	15	15	10
Marks (Weighting of task)	100	20	25	25	30

HSC Drama Assessment Schedule						
Component		Task 1	Task 2	Task 3	Task 4	
		IP planning and development + TETE table In class presentation	Half Yearly Examination Written response	Group Performance and IP Workshop Planning and Development	Group Performance and Rationales Submission	
Date		Week 9/T4	Week 9 -10/T1	Week 5/T2	Week 3/T3	
Outcomes		H1.3, H1.5, H1.7, H2.2, H3.1	H3.2, H3.3, H3.4, H3.5	H1.1, H1.2, H1.4, H2.1, H2.2, H2.3	H1.5, H1.6, H1.8, H1.9, H2.4, H2.5	
Syllabus components	Weighting					
Making	40	10	0	15	15	
Performing	30	10	0	10	10	
Critically Studying	30	5	25	0	0	
Marks (Weighting of task)	100	25	25	25	25	

FISC Advanced English HSC Assessment Schedule - 2022

Component		Task 1	Task 2	Task 3	Task 4
		Texts & Human Experience Multi-Modal Presentation + Extended Response	Textual Conversations Extended Response	The Craft of Writing Imaginative Composition + Creative Reflection	Trial HSC Examination
Date		Week 9/T4	Week 10/T1	Week 10/T2	Week 5-6/T3
Outcomes		EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7, EA12-8	EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9	EA12-2, EA12-3, EA12-4, EA12-5, EA12-9	EA12-3, EA12-4, EA12-5, EN12-6, EA12-8
Syllabus components	Weighting				
C1 – Knowledge and understanding of course content	50	12.5	12.5	12.5	12.5
C2 – Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	12.5	12.5	12.5	12.5
Marks (Weighting of task)	100	25	25	25	25

FISC Standard English HSC Assessment Schedule - 2022

Component		Task 1	Task 2	Task 3	Task 4
		Texts and Human Experiences Extended Response and Short Answer Questions	Language Identity and Culture – Critical Response	Craft of Writing Multimodal Creative Composition and Reflective Presentation	Trial HSC Examination
Date		Week 8/T4	Week 8 /T2	Week 3 /T3	Week 5-6/T3
Outcomes		EN12-1, EN12-3, EN12-5, EN12-6, EN12-2, EN12-4	EN12-1, EN12-3, EN12-5, EN12-6, EN12-9	EN12-9, EN12-5, EN12-3, EN12-1, EN12-7	EN12-3, EN12-4, EN12-5, EN12-8, EN12-9
Syllabus components	Weighting				
Knowledge and understanding of course content	50	12.5	12.5	12.5	12.5
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	12.5	12.5	12.5	12.5
Marks (Weighting of task)	100	25	25	25	25

FISC English Studies HSC Assessment Schedule - 2022					
Component		Task 1	Task 2	Task 3	Task 4
		Power Point & Sustained Response	Travel Presentation & Creative Writing	Interview & Transcript Task	Portfolio Task
Date		Week 7/T4	Week 10/T1	Week 9/T2	Week 4/T3
Outcomes		ES12-1, ES12-2, ES12-4, ES12-5, ES12-7, ES12-8	ES12-1, ES12-4, ES12-5, ES12-6, ES12-7, ES12-9, ES12-10	ES12-3, ES12-4, ES12-6, ES12-7, ES12-9	ES12-1, ES12-2, ES12-3, ES12-4, ES12-6, ES12-9, ES12-10
Syllabus components	Weighting				
Knowledge and understanding of course content	50	12.5	12.5	10	15
Skills in: <ul style="list-style-type: none"> Comprehending texts Communicating ideas Using language accurately, appropriately and effectively 	50	12.5	12.5	10	15
Marks (Weighting of task)	100	25	25	20	30

FISC Exploring Early Childhood 2 Unit 1 Year Assessment Schedule - 2022

Component		Task 1	Task 2	Task 3	Task 4
		Folio & Media, Case Studies and Social Issues, Reading	Play Task	Virtual Parenting/Individual Project	Trial HSC Examination
Date		Term 1 & 2	Term 1 & 2	Term 1 up and including Term 3 Week 10	Week 5-6/T3
Outcomes		H:1.1, 1.5, 2.1,	H:5.1,2.3,2.4, 4.3, 3.1	H:1.3, 2.2, 4.2 ,6.1	H:1.4, 1.2
Syllabus components	Weighting				
Knowledge and understanding	50	20	10	10	10
Skills	50	10	20	20	0
Marks (Weighting of task)	100	30	30	30	10

FISC Investigating Science HSC Assessment Schedule - 2022

Component		Task 1	Task 2	Task 3	Task 4
		Research Task	Skills Task	Depth Study	Trial HSC Examination
Date		Week 7/T4	Week 8/T1	Week 8/T2	Weeks 5-6/T 3
Outcomes		INS11/12:1,5 INS12: 12	INS11/12: 1,2,4,5,6,7 INS12: 13	INS11/12: 1,2,3,4,5,6,7 INS12: 12, 13,14	INS11/12:3,4,6,7 INS12: 12,13,14,15
Syllabus components	Weighting				
Students <ul style="list-style-type: none"> develop knowledge and understanding of science and technology develop knowledge and understanding of contemporary issues involving science 	40	10	0	10	20
Students develop skills in applying the processes of Working Scientifically <ul style="list-style-type: none"> Questioning and predicting Planning investigations Conducting investigations Processing data and information 	30	5	10	15	0
Students develop skills in applying the processes of Working Scientifically <ul style="list-style-type: none"> Analysing data and information Problem solving Communicating 	30	5	5	10	10
Marks (Weighting of task)	100	20	15	35	30

FISC Legal Studies HSC Assessment Schedule - 2022

Component		Task 1	Task 2	Task 3	Task 4
		Crime Research	Semester 1 Test	Option Task	Trial HSC Examination
Date		Week 2/T1	Week 9-10 /T1	Week 7/T2	Weeks 5-6/T3
Outcomes		H: 1, 2, 3, 4, 5, 6,7, 8, 9,10	H: 1, 2, 3, 4, 5, 6,7, 9, 10	H: 1, 2, 4, 5, 6, 7, 9, 10	H: 1, 2, 3, 4, 5, 6, 7, 9, 10
Syllabus components	Weighting				
Knowledge and understanding	40	10	5	5	20
Analysis and Evaluation	20	0	10	5	5
Inquiry and research	20	10	0	10	0
Communication of legal information	20	5	5	5	5
Marks (Weighting of task)	100	25	20	25	30

FISC Marine Studies HSC Assessment Schedule - 2022

Component		Task 1	Task 2	Task 3	Task 4
		Boating Safety Quiz	Research Task	Practical Skills Task	Trial HSC Examination
Date		Week 10-11/T1	Week 8/T2	Week 2/T3	Week 5-6/T3
Outcomes		H:1.1-5.4	H:1.1-5.4	H:1.1-5.4	H:1.1-5.4
Syllabus components	Weighting				
Knowledge, understanding and appreciation that promote sound environmental practices in the marine environment	20	0	5	5	10
Ability to manage activities cooperatively and communicate in a marine context	20	0	0	10	10
An ability to apply the skills of critical thinking, research and analysis	20	0	10	10	0
Knowledge and understanding of marine industries and their interaction with society and with leisure pursuits	20	5	5	0	10
Knowledge, understanding and skills of safe practice in the marine context	20	5	0	5	10
Marks (Weighting of task)	100	10	20	30	40

FISC Mathematics Standard 1 HSC Assessment Schedule - 2022

Component		Task 1	Task 2	Task 3	Task 4
		Class test Rates Network Concepts MS-M4 MS-N1	Investigation Right Angled Trig MS-M3	Modelling Linear Relationships	Trial HSC Exam
Date		Week 9/T4	Week 9/T1	Week 8/T2	Week 5-6/T3
Outcomes		MS1 -12-3 MS1 -12-8 MS1 -12-9	MS1-12-3 MS1-12-4 MS1-12-10	MS1-12-1 MS1-12-6 MS1-12-9 MS1-12-10	MS1-12-1 MS1-12-2 MS1-12-3 MS1- 12-4 MS1-12-5 MS1-12-6 MS1-12-7 MS1-12-8
Syllabus components	Weighting				
Understanding fluency and communicating	50	10	10	10	20
Problem Solving	50	15	10	15	10
Marks (Weighting of task)	100	25	20	25	30

FISC Mathematics Standard 2 HSC Assessment Schedule - 2022

Component		Task 1	Task 2	Task 3	Task 4
		Class test (1 hr) Rates and Ratios Network Concepts MS-M7 MS-N2	Investigation Non-right-Angled Trig MS-M6	Algebra, Financial Mathematics and Statistical analysis Class Test Topic: MS-A4, MS-F5, MS-S4	Trial HSC Examination Topic: MS-A4, MS-M6, MS-M7, MS-F4, MS-F5, MS-S4, MS-S5, MS-N2, MS-N3
Date		Week 9/T4	Week 9/T1	Week 8/T2	Week 5-6/T3
Outcomes		MS2 -12-3 MS2 12-4 MS2 12-8	MS2-12-3 MS2-12-4 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-5 MSI-12-6 MS2-12-7	MS2-12-1 MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-8 MS2-12-10
Syllabus components	Weighting				
Understanding fluency and communicating	50	10	10	10	20
Problem Solving Reasoning & Justification	50	15	10	15	10
Marks (Weighting of task)	100	25	20	25	30

FISC Advanced Mathematics HSC Assessment Schedule - 2022

Component		Task 1	Task 2	Task 3	Task 4
		Sequences and Series Graphs and Equations Class Test M1.2, M1.3, F2, T3	Test Curve Sketching Integration	Trigonometric Investigation	Trial HSC Examination
Date		Week 9/T4	Week 8-9/T1	Week 8/T2	Week 5-6/T3
Outcomes		MA12-2, MA12-4, MA12-9, MA12-10 MA12-1, MA12-5	MA12-3, MA12-6, MA12-7, MA12-10	MA12-1, MA12-5, MA12-9, MA12-10,	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8
Syllabus components	Weighting				
Concepts skills and Techniques	50	15	10	15	10
Reasoning and Communication	50	5	15	10	20
Marks (Weighting of task)	100	20	25	25	30

FISC Modern History HSC Assessment Schedule - 2022

Component		Task 1	Task 2	Task 3	Task 4
		Research and presentation Core Topic: Power and Authority in the Modern World 1919-1946	Source Based Study Peace and conflict: (Conflict in Indochina)	Historical analysis Iran (1945-1989)	Trial HSC Examination
Date		Week 9/T4	Week 9/T1	Week 9/T2	Week 5-6/T3
Outcomes		MH12-3 MH12-4 MH12-6 MH12-7 MH12-9	MH12-2 MH12-5 MH12-7 MH12-8	MH12-2, MH12-3 MH12-4, MH12-5 MH12-8 MH12-9	MH12-3 MH12-4 MH12-5 MH12-7 MH12-9
Syllabus components	Weighting				
Knowledge and understanding of course content	40	5	10	10	15
Historical Skills in the analysis and evaluation of sources and interpretations	20	0	5	5	10
Historical inquiry and research	20	10	5	5	0
Communication of historical understanding in appropriate forms	20	5	5	5	5
Marks (Weighting of task)	100	20	25	25	30

FISC PDHPE HSC Assessment Schedule - 2022

Component		Task 1	Task 2	Task 3	Task 4
		Core 2 Video Analysis Factors Affecting Performance	Option 1 Scenario Response Sports Medicine	Core 1 In-Class Task Health Priorities in Australia	Trial HSC Examination Core 1, Core 2, Option 3
Date		Term 4, Week 8	Term 1, Week 7	Term 2, Week 7	Term 3, Weeks 5-6
Outcomes		H7, H8, H9, H10, H11, H16, H17	H8, H13, H16, H17	H1, H2, H3, H4, H5, H14, H15, H16	H1, H2, H3, H4, H5, H14, H15, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17
Syllabus components	Weighting				
Knowledge and understanding of course content	40	10	10	10	10
Skills in critical thinking, research, analysis and communicating	60	15	15	10	20
Marks (Weighting of task)	100	25	25	20	30

FISC Permaculture HSC Assessment Schedule - 2022

Component		Task 1	Task 2	Task 3	Task 4
		Practical Skills Task	Research Task	Planning and Design Project	Major Design Project
Date		Week 8/T1	Week 8/T4	Week 6/T2	Weeks 4/T3
Outcomes		1.1,1.2,2.1,2.3,4.1, 4.2,	1.1,1.2,3.2,5.1, 5.2, 6.1,6.2, 7.1,7.2	1.1,1.2,3.1,3.2,3.3, 4.1,5.1,5.2, 6.1,6.2, 7.1,7.2	1.1,1.2,3.1,3.2,3.3,4.15.1, 5.2, 6.1,6.2, 7.1,7.2
Syllabus components	Weighting				
Knowledge and understanding	50	10	10	10	20
Skills	50	10	10	10	20
Marks (Weighting of task)	100	20	20	20	40

FISC Photography 2 Unit 1 Year HSC Assessment Schedule - 2022

Component		Task 1	Task 2	Task 3
		“Introduction To Practice In Digital Imaging” Making & Diary (DI1)	“Manipulated Forms” In Wet Photography Making & Diary (WP4)	“Manipulated Forms” in Digital Photography (DI4)
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			
A Making	70	20	20	30
B Critical and Historical Study	30	10	10	10
Marks (Weighting of task)	100	30	30	40

FISC Society and Culture HSC Assessment Schedule - 2022

Component		Task 1	Task 2	Task 3	Task 4
		Research Methods Report	Half Year Test Core & Depth Study 1	Depth Study 2 Task-Extended Response	Trial HSC Examination
Date		Week 9/T4	Week 9-10/T1	Week 6/T2	Week 5-6/T3
Outcomes		H: 1,3, 4, 5, 6, 7, 8, 9, 10	H: 1, 2, 3, 4, 5, 6, 7, 9, 10	H: 1,3 4, 6, 7, 9, 10	H: 1, 2, 3, 4, 5, 6, 7, 9, 10
Syllabus components	Weighting				
Knowledge and Understanding	50	10	15	5	20
Application and Evaluation of Social and Cultural Research Methods	30	10	5	10	5
Communication	20	5	5	5	5
Marks (Weighting of task)	100	25	25	20	30

FISC Sports, Lifestyle & Recreation HSC Assessment Schedule - 2022

Component		Task 1	Task 2	Task 3
		Skills Test and Topic Test	Coaching Presentation Task	Resistance Training Program
Date		Week 9/T1	Week 5/T2	Week 6/T3
Outcomes		H:1.1,1.3,2.2,3.1 3.6,4.4,4.5	H:1.1,1.3,3.2,4.2,4.5	H:1.2,1.3,2.2,2.5,3.2,3.3
Syllabus components	Weighting			
Knowledge and Understanding	50	20	10	20
Skill	50	10	20	20
Marks (Weighting of task)	100	30	30	40

FISC Visual Arts HSC Assessment Schedule - 2022

Component		Task 1	Task 2	Task 3	Task 4
		Research and Presentation	Progress review of Body of Works	Trial HSC Examination	Body of Works
Date		Week 6/T4	Week 5/T2	Week 5-6 /T3	Weeks 7/T3
Outcomes		H8, H9	H1, H2, H3, H4	H8, H9, H10, H7	H2, H4, H5, H6
Syllabus components	Weighting				
A Art making	50	0	20	0	30
B Art Criticism and Art History	50	20	0	30	0
Marks (Weighting of task)	100	20	20	30	30

FISC Work Studies 1 Unit HSC Assessment Schedule - 2022				
Component		Task 1	Task 2	Task 3
		Research Investigation	Quiz	Interview and Report
Date *		T4/Wk8	T2/Wk2	T3/Wk2
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
Marks (Weighting of task)	100	35	20	45

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

FISC Connected Learning WRAP HSC Assessment Schedule - 2022				
Component		Task 1	Task 2	Task 3
		Research Project	Post-school/Career Planning Portfolio	Final Course Test
Date: Due dates for tasks will be notified in class. You will be given written notification.				
Outcomes				
Syllabus components	Weighting			
Knowledge and Understanding	40	25	5	10
Skills	30	10	15	5
Communication of Historical Understanding	30	5	20	5
Marks (Weighting of task)	100	40	40	20

This is translated to a mark out of 50 for the reports and NESA assessment

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 will be 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.

Assessment Summary for CPC20211 Certificate II in Construction Pathways

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 2 – Week 4 and 5 Term 4 - Week 4 and 5 (Subject to availability)
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3 – Week 5 and 6

Assessment Plan			Evidence Collection			HSC
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation,	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory
Cluster 1 – Working safely in the construction industry	CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry (Core)	X		X	Y
Cluster 2 – Carpentry Basics	CPCCCA2011A CPCCCA2002B	Handle carpentry materials (B) Use carpentry tools and equipment (B)	X	X	X	- **
Cluster 3 – White Card	CPCCWHS1001	Prepare to work safely in the construction industry (Imported)	X	X	X	Y
Cluster 4 - Levelling	CPCCCM2006B	Apply basic levelling procedures (H)	X	X	X	-
Cluster 5 – Reading plans	CPCCCM2001A	Read and interpret plans and specifications (Core)		X	X	Y
Cluster 6 – Prepare for concreting	CPCCCA2003A CPCCCM1015A	Erect and dismantle formwork for footings and slabs on ground (B) Carry out measurements & calculations (Core)	X	X		- Y
Cluster 7 - Group Project	CPCCCM1013A CPCCCM2004A	Plan and organise work (Core) Handle construction materials (H)	X	X	X	Y -
Cluster 8 - Skills into action	CPCCCM1012A CPCCCM1014A	Work effectively and sustainably in the construction Industry (Core) Conduct workplace communication (Core)			X	Y Y
Choose Option 1 OR Option 2 in Cluster 9 to gain the qualification and be eligible for the HSC						
Cluster 9 – Option 1 - Joinery	CPCCJN2001A CPCCJN2002B	Assemble components (F) Prepare for off-site manufacturing process (F)	X	X	X	- -

** [CPCCCM2005B](#) Use construction tools and equipment – syllabus content to be delivered.

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the CPC20211 Certificate II in Construction Pathways. The Statement of Attainment towards CPC20211 Certificate II in Construction Pathways will be the possible AQF outcome if at least one UoC has been achieved.

Assessment Summary for SIT20316 Certificate II in Hospitality

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 2 – Week 4 and 5 Term 4 - Week 4 and 5 (Subject to availability)
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3 Week 5 and 6

Assessment Plan			Evidence Collection				HSC
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated	Product based method – structured	Portfolio – purposeful collection of annotated and	Questioning – written or oral	NESA Status Mandatory
Cluster 1 – Working Together	BSBWOR203	Work effectively with others		X		X	Y
	BSBCMM201	Communicate in the Workplace		X		X	-
Cluster 2 – Safe and hygienic food preparation	SITXFSA001	Part A Use hygienic practices for food safety	X			X	Y
	SITHCCC001	Part B Use food preparation equipment	X	X		X	-
	SITXFSA002	Participate in safe food handling practices	X	X		X	-
Cluster 3 – Café Skills	SITHFAB005	Part A Prepare and serve espresso coffee	X	X	X	X	Y
	SITHFAB004	Part B Prepare and serve non-alcoholic beverages	X	X	X	X	Y
Cluster 4 – Safe and Sustainable work practices	SITXWHS001	Participate in safe work practices	X	X		X	Y
	BSBSUS201	Participate in environmentally sustainable work practices	X	X		X	-
Cluster 5 – Interacting with diverse customers	SITXCCS003	Interact with customers	X	X		X	Y
	SITXCOM002	Show social and cultural sensitivity	X	X		X	-
Cluster 6 – Serving food and beverages	SITHFAB007	Serve food and beverage	X	X	X	X	Y
Cluster 7 – Keeping up to date with industry	SITHIND002	Source and use information on the hospitality industry				X	Y
Cluster 8 – Use hospitality skills effectively	SITHIND003	Use hospitality skills effectively	X	X	X	X	-

****Units highlighted need to be assessed by an assessor that holds three years industry experience ie Cluster 3, 6 and 8. Please refer to the Public Schools NSW, Wagga Wagga RTO 90333 Assessment Strategy for details.**

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIT20316 Certificate II in Hospitality. The Statement of Attainment towards SIT20316 Certificate II in Hospitality will only be the possible AQF outcome if at least one UoC has been achieved.

Assessment Summary for Manufacturing and Engineering Introduction:
MEM10119 Certificate I in Engineering and
Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways.

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 35 hours in total	Term 2 – Week 4 and 5 Term 4 - Week 4 and 5 (Subject to availability)
There is NO HSC Examination available in this Board Endorsed Course. This VET course cannot be used in the calculation of an ATAR	NA

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the MEM10119 Certificate I in Engineering.

Assessment Plan			Evidence Collection			
Cluster	Competency codes	Title of competency	Written Task/Questioning – written or oral related to knowledge e.g. quizzes, interviews	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner: work samples, photos, videos, logbooks
Cluster 1 – Welcome to the Industry	MEM13015	Work safely and effectively in manufacturing and engineering				
	MEM16006	Organise and communicate information	X	X	X	
	MEM11011	Undertake manual handling				
Cluster 2 – Right tool, Right job	MEM18001	Use hand tools				
	MEM18002	Use power tools/hand held operations	X	X	X	
Cluster 3 – Engineering in Practice	MEM12024	Perform computations				
	MEM16008	Interact with computer technology	X	X	X	
	MEM07032	Use workshop machines for basic operations				
Cluster 4 – Can we build it	MEMPE006A	Undertake a basic engineering project				
	MEMPE001A	Use engineering workshop machines	X	X	X	X
Cluster 5 – Sparks and Noise	MEMPE002A	Use Electric welding machines				
	MEMPE004A	Use fabrication equipment	X	X		
Cluster 6 – My pathway	MEMPE005A	Develop a career plan for the engineering and manufacturing industry	X		X	

The Statement of Attainment towards MEM10119 Certificate I in Engineering will only be the possible AQF outcome if at least one UoC has been achieved. The Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways will only be the possible AQF outcome if at least one UoC has been achieved.

Assessment Summary for SIR30216 Certificate III in Retail

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 2 – Week 4 and 5 Term 4 - Week 4 and 5 (Subject to availability)
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3 Week 5 and 6

Assessment Plan			Evidence Collection				HSC
Cluster	Unit of Competency (Code and Title)		Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, recordings	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory
Cluster 1 – Teamwork in a service environment	SIRXIND001	Work effectively in a customer service environment	Y	Y		Y	Y
	SIRXCOM001	Work effectively in a team	Y	Y		Y	Y
Cluster 2 – Safely maintain the store environment	SIRXWHS002	Contribute to workplace health and safety	Y	Y		Y	Y
	SIRXIND002	Organise and maintain the store environment	Y	Y		Y	Y
Cluster 3 - Handling retail stock	SIRRINV001	Receive and handle retail stock	Y	Y		Y	
	SIRRINV002	Control stock	Y	Y		Y	
Cluster 4 - Serving the customer	SIRXCEG001	Engage the customer	Y	Y		Y	Y
	SIRXCEG002	Assist with customer difficulties	Y	Y		Y	
	SIRXCEG003	Build customer relationships and loyalty	Y	Y		Y	
Cluster 5 - Point of sale procedures and security	SIRXSL002	Follow point-of-sale procedures	Y	Y		Y	Y
	SIRXRSK001	Identify and respond to security risks	Y	Y		Y	Y
Cluster 6 - Selling and advising the retail customer	SIRXSL001	Sell to the retail customer	Y	Y		Y	Y
	SIRXPK001	Advise on products and services	Y	Y		Y	Y
Cluster 7 - Merchandise displays	SIRRMER001	Produce visual merchandise displays	Y	Y		Y	Y

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIR30216 Certificate III in Retail. The Statement of Attainment towards SIR30216 Certificate III in Retail will only be the possible AQF outcome if at least one UoC has been achieved.

Assessment Summary for FSK20113 Certificate II in Skills for Work and Vocational Pathways

Requirements for HSC purposes	
Work Placement	Mandatory NESA work placement is NOT required in this course
There is NO HSC Examination available in this Board Endorsed Course	This VET course cannot be used in the calculation of an ATAR

Assessment Plan			Evidence Collection		
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Foundation Skills Core 1	FSKDIG03 FSKWTG09	Use digital technology for routine workplace tasks Write routine workplace texts	X		X
Foundation Skills Core 2	FSKLRG09 FSKOCM07	Use strategies to respond to routine workplace problems Interact effectively with others at work	X		X
Foundation Skills Core 3	FSKRDG10 FSKNUM15	Read and respond to routine workplace information Estimate, measure and calculate routine metric measurements for work	X		X
Foundation Skills Core 4	FSKLRG11	Use routine strategies for work-related learning	X		X
Foundation Skills Core 5	FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work	X		X
	FSKLRG10	Use routine strategies for career planning		X	X
	FSKOCM04	Use oral communication skills to participate in workplace meetings	X		X
	FSKRDG09	Read and respond to routine standard operating procedures	X		X
	FSKWTG07	Write routine formal workplace texts			X
	BSBITU211	Produce digital text documents	X		X
	BSBWOR204	Use business technology	X		X
	BSBITU212	Create and use spreadsheets	X		X
	FNSFLT202	Develop and use a saving plan			X

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the FSK20113 Certificate II in Skills for Work and Vocational Pathways. The Statement of Attainment towards FSK20113 Certificate II in Skills for Work and Vocational Pathways will only be the possible AQF outcome if at least one UoC has been achieved.

