

YOUR
PATHWAY
YOUR FUTURE

2020

PRELIMINARY

ASSESSMENT GUIDE



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FOREWORD

Introduction

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

Preliminary Assessment

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

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

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

The Preliminary HSC Assessment Program begins in Term 1, 2019 and finishes at the end of Term 3, 2019.

Jenny Flowers

Principal

INFORMATION FOR PARENTS AND CAREGIVERS

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

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

What is meant by assessment?

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

What must I do to have satisfactorily studied a course?

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

- followed the course developed or endorsed by NESA; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school¹;
- achieved some or all of the course outcomes; and/or
- completed all assessment tasks.

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

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

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

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

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

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

What are valid reasons?

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

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

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

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

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

Does my attendance affect my results?

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

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

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

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

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

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

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

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

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

Are there specific behaviours which will affect my assessment?

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

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

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

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

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

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

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

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

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

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 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 an illness / misadventure application
- award of an N determination for one or more subjects
- incorrect school assessment ranking in a subject

If a student wishes to appeal, they must first notify the Principal in writing (see Review Application in this booklet). The Principal will clarify the appeal procedures with the student and their parents. This will include providing all appropriate National Education Standards Authority 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 NES. 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 re-assessment are final and will not be considered just cause for the re-assessment 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 acknowledgement 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 with Assessment Schedules 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 giving sufficient notice of the change. A change of date for a task may be allowed after reference has been made to the overall Assessment Schedule Summary, the School Calendar and consultation with the relevant Head Teacher. Assessment tasks should not be set or due during the week prior to the Yearly Examinations.

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

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

What feedback will I be given on my performance?

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

How do I submit assessment tasks?

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

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

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

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

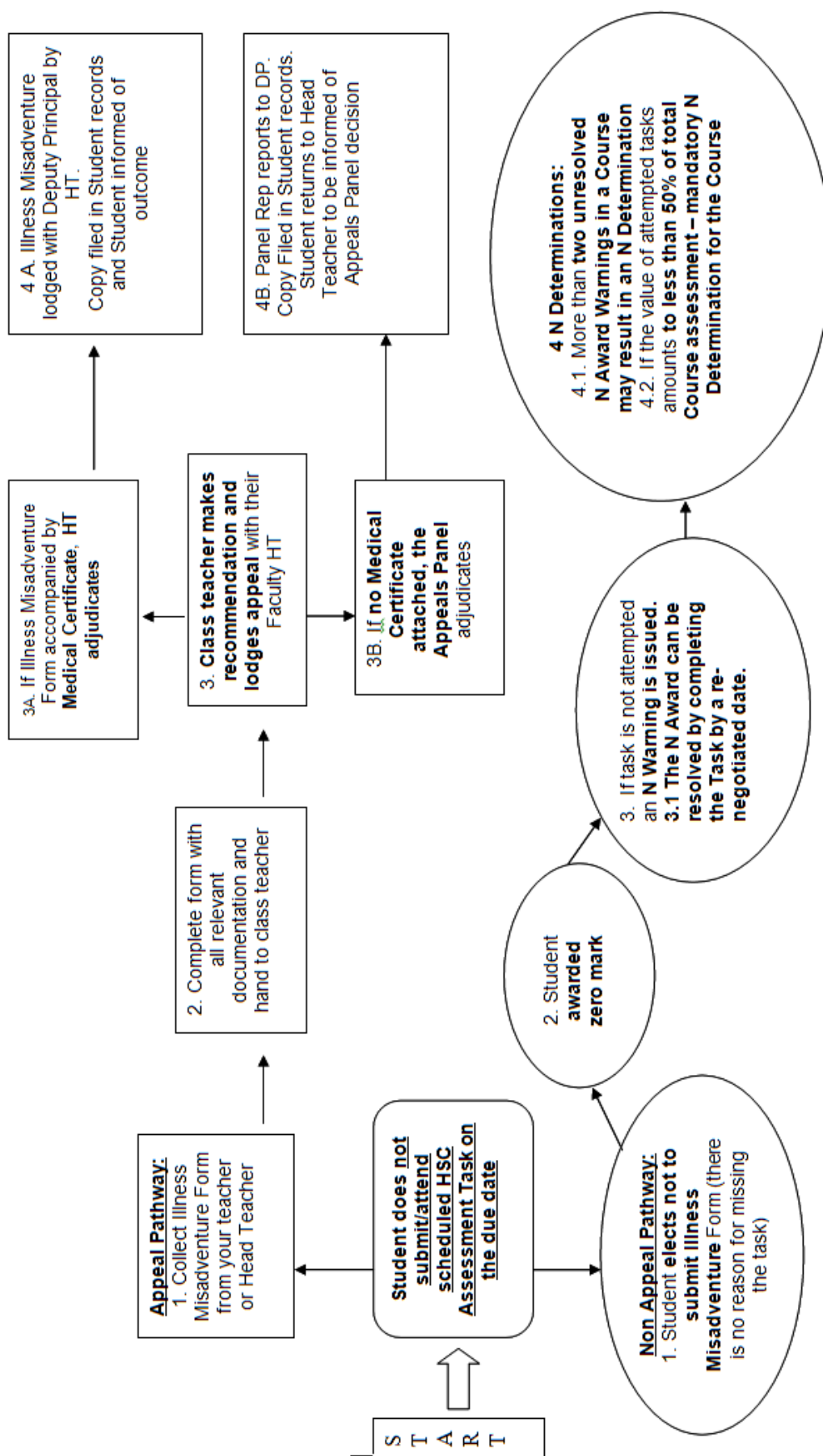
When are the Preliminary Yearly Exams?

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

Where can I find information about the HSC?

More information is available on the National Education Standards Authority website: www.boardofstudies.nsw.edu.au/

APPEALS PROCESS



STUDENT ILLNESS/MISADVENTURE/APPEAL FORM

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

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

Student's Name: _____

Subject: _____ **Task Number:** _____

Nature of Assessment Task: _____

Due Date: __/__/__ **Class Teacher Name:** _____

Category (please tick one)

☐ Appeal due to illness, accident or misadventure

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

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

Medical Certificate is attached: Yes ☐ No ☐

Additional Information is attached: Yes ☐ No ☐

_____/_____/_____
Signature of student Date

_____/_____/_____
Signature of Teacher Date

Recommendation:

Reason for Decision:

- ☐ Complete a substitute task
- ☐ Estimate to be given
- ☐ No marks to be awarded
- ☐ Sit or submit the task without penalty
- ☐ Task to be submitted with penalty
- ☐ Non attempt N warning to be issued

New Due Date: __/__/__

_____/_____/_____
Signature of Head Teacher **Date**

_____/_____/_____
Signature Panel Convenor **Date**

Copies of this form are available in all Faculties

EXAMINATION RULES AND PROCEDURES

Attendance

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

Organisation during Examinations

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

Performance in Examinations

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

Behaviour in Examinations

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

GLOSSARY OF KEY WORDS

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

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 1											
Term 2											
Term 3											
Term 4											

FISC Ancient History Preliminary Assessment Schedule – 2020

Component		Task 1	Task 2	Task 3
		Source Study - Research	Historical Investigation: Research & Essay	Final Course Examination
Date		Week 3/T2	Week 9/T2	Week 9-10/T3
Outcomes		AH11-1, AH11-2, AH11-3, AH11-4, AH11-5	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5
Syllabus components	Weighting			
Knowledge and understanding of course content	40	5	5	30
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20	10	5	5
Historical inquiry and research	20	10	10	0
Communication of historical understanding in appropriate forms	20	5	10	5
Marks (Weighting of task)	100	30	30	40
Outcomes	Descriptions			
AH11-1	Describes the nature of continuity and change in the ancient world. Proposes ideas about varying causes and effects of events and developments. Analyses the role of historical features, individual and groups in shaping the past. Accounts for the different perspectives of individuals and groups. Examines the significance of historical features, people, places, events and developments of the ancient world.			
AH11-2				
AH11-3				
AH11-4				
AH11-5				

FISC Biology Preliminary Assessment Schedule - 2020

Component		Task 1	Task 2	Task 3
		Research Report Enzyme research and practical report	Depth Study Presentation Report and presentation on recent advances in multicellular biology	Final Exam
Date		Week 6/T1	Week 3/T2	Week 9/T3
Outcomes		BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11/-8	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-7 BIO11-8 BIO11-9	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-11
Syllabus components	Weighting			
Skills in Working Scientifically	60	20	20	20
Knowledge and understanding	40	10	10	20
Marks (Weighting of task)	100	30	30	40
Outcomes	Descriptions			
BIO11/12-1	Develops and evaluates questions and hypotheses for scientific investigation			
BIO11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information			
BIO11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information			
BIO11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media			
BIO11/12-5	Analyses and evaluates primary and secondary data and information			
BIO11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes			
BIO11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose			
BIO11-8	Describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes			
BIO11-9	Explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms			
BIO11-10	Describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species			
BIO11-11	Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem			

FISC Business Studies Preliminary Assessment Schedule - 2020

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

FISC Ceramics Preliminary Assessment Schedule - 2020

Component		Task 1	Task 2	Task 3
		OHS and Introduction to Ceramics. Includes artist studies and personal diary reflection on students own practice.	Hand building. Research a famous Ceramicist using the frames and create 2 ceramic artworks influenced by your chosen artist.	Individual/Collaborative Project. Design and create ceramic artworks for exhibition. Includes artist studies and personal diary reflection on students own practice.
Date		Week 2/ T2	Week 10/ T2	Week 7/ T3
Outcomes		M1, M2, M4, M6 CH1, CH2, CH5	M2, M4, M5, M6 CH2, CH3	M1, M3, M5, M6 CH3, CH4, CH5
Syllabus components	Weighting			
Making	70	20	30	20
Critical and Historical Study	30	10	10	10
Marks (Weighting of task)	100	30	40	30
Outcomes	Descriptions			
M1	Generates a characteristic style that is increasingly self-reflective in their ceramic practice			
M2	Explores concepts of artist/ceramist/sculptor/designer/maker, interpretations of the world and of audience response in their making of ceramic works			
M3	Investigates different points of view in the making of ceramic works			
M4	Explores ways of generating ideas as representations in the making of ceramic works			
M5	Engages in the development of different techniques suited to artistic intentions in the making of ceramic works			
M6	Takes into account issues of Work Health and Safety in their practice			
CH1	Generates in their critical and historical investigations ways to interpret and explain ceramic works and practices			
CH2	Investigates the roles and relationships of the concepts of work, world, artist/ceramist/sculptor/designer/maker and audience in critical and historical investigations			
CH3	Distinguishes between different points of view in their critical and historical studies			
CH4	Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in ceramics			
CH5	Recognises how ceramic works are used in various fields of cultural production			

FISC Chemistry Preliminary Assessment Schedule - 2020

Component		Task 1	Task 2	Task 3
		Depth Study ANSTO Field Trip Properties and Structures of Matter	Research /Practical Task- Reactive Chemistry	Yearly Examination
Date		Week 8/T1	Week 7/T2	Week 10/T3
Outcomes		CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-7 CH11-8	CH11/12-1 CH11/12-2 CH11/12-4 CH11/12-7 CH11-9 CH11-10	CH11/12-1 TO CH11/12-7 AND CH11-8 TO CH11-11
Syllabus Components	Weighting			
Skills in Working Scientifically	60	15	25	20
Knowledge and Understanding	40	10	10	20
Marks (Weighting of task)	100	25	35	40
Outcomes	Descriptions			
CH11/12-1 CH11/12-2	Develops and evaluates questions and hypotheses for scientific investigation Designs and evaluates investigations in order to obtain primary and secondary data and information			
CH11/12-3 CH11/12-4	Conducts investigations to collect valid and reliable primary and secondary data and information Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media			
CH11/12-5 CH11/12-6	Analyses and evaluates primary and secondary data and information Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes			
CH11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose			
CH11-8	Explores the properties and trends in the physical, structural and chemical aspects of matter			
CH11-9	Describes, applies and quantitatively analyses the mole concept and stoichiometric relationships			
CH11-10	Explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions			
CH11-11	Analyses the energy considerations in the driving force for chemical reactions			

FISC Community and Family Studies Preliminary Assessment Schedule - 2020

Component		Task 1	Task 2	Task 3
		Interview Design, Conduct and Analyse an Interview	Case Study Conflict within Groups	Yearly Examination
Date		Week 6/T1	Week 4/T2	Week 8/T3
Outcomes		P1.1, P1.2, P5.1, P6.1	P2.1, P2.3, P4.1, P4.2	P1.1–P6.2
Syllabus components	Weighting			
Knowledge and understanding of course content	40	10	15	15
Skills in critical thinking, research methodology, analysing and communicating	60	15	20	25
Marks (Weighting of task)	100	25	35	40
Outcomes	Descriptions			
P1.1	Describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals Proposes effective solutions to resource problems Accounts for the roles and relationships that individuals adopt within groups Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement Utilises research methodology appropriate to the study of social issues Presents information in written, oral and graphic form Applies management processes to maximise the efficient use of resources Distinguishes those actions that enhance wellbeing Uses critical thinking skills to enhance decision making			
P1.2				
P2.1				
P2.3				
P4.1				
P4.2				
P5.1				
P6.1				
P6.2				

FISC Computing Applications Preliminary 2 Unit Assessment Schedule 2020

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

FISC Drama Preliminary Assessment Schedule - 2020

Component		Task 1	Task 2	Task 3
		Theatre Styles Research Task and Presentation	Workshop of Group Performance and Logbook	Presentation Individual Project: Design
Date		Week 7/T1	Week 4 /T2	Week 9/T3
Outcomes		P3.1, P3.2, P3.3, P.3.4	P1.1, P1.2, P1.4, P1.6,P1.7, P2.1, P2.3, P2.4, P2.5	P1.2, P1.3, P1.5, P1.8, P2.2, P2.6, P3.2, P3.3
Syllabus components	Weighting			
C1 Making	40	0	20	20
C2 Performing	30	0	20	10
C3 Critically Studying	30	20	0	10
Marks (Weighting of task)	100	20	40	40
Outcomes	Descriptions			
P1.1	Develops acting skills in order to adopt and sustain a variety of characters and roles			
P1.2	Explores ideas and situations, expressing them imaginatively in dramatic form			
P1.3	Demonstrates performance skills appropriate to a variety of styles and media			
P1.4	Understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively			
P1.5	Understands, demonstrates and records the process of developing and refining ideas and scripts through to performance			
P1.6	Demonstrates directorial and acting skills to communicate meaning through dramatic action			
P1.7	Understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration			
P1.8	Recognises the value of individual contributions to the artistic effectiveness of the whole			
P2.1	Understands the dynamics of actor-audience relationship			
P2.2	Understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers			
P2.3	Demonstrates directorial and acting skills to communicate meaning through dramatic action			
P2.4	Performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces			
P2.5	Understands and demonstrates the commitment, collaboration and energy required for a production			
P2.6	Appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance			
P3.1	Critically appraises and evaluates, both orally and in writing, personal performances and the performances of others			
P3.2	Understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques			
P3.3	Analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements			
P3.4	Appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest			

FISC English Advanced Preliminary Assessment Schedule - 2020				
Component		Task 1	Task 2	Task 3
		Common Module: Multi-Modal Task Representing & Speaking	Module A: Multi-Modal Extend Response & Listening & Viewing	Yearly Examination Reading and Writing
Date		Week 9 /T1	Week 5 /T2	Week 9-10 /T3
Outcomes		EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-9.	EA11-1, EA11-2, EA11-4, EA11-5, EA11-7, EA11-8, EA11-9.	EA11-3, EA11-4, EA11-6, EA11-7, EA11-8, EA11-9.
Syllabus components	Weighting			
Knowledge	50	15	20	15
Skills	50	15	15	20
Marks (Weighting of task)	100	30	35	35
Outcomes	Descriptions			
EA11-1	A student responds to, composes and evaluates texts for understanding, interpretation, critical analysis, imaginative expression & pleasure.			
EA11-2	A student uses and evaluates processes, skills & knowledge required to effectively respond to and compose texts in different modes, media and technologies.			
EA11-3	A student analyses & uses language forms, features & structures of texts considering appropriateness for specific purposes, audiences & contexts & evaluates their effects on meaning.			
EA11-4	A student strategically uses knowledge, Skills & understanding of language concepts & literary devices in new & different contexts.			
EA11-5	A student thinks imaginatively, creatively, interpretively & critically to respond to, evaluate & compose texts that synthesise complex information, ideas & arguments.			
EA11-6	A student investigates & evaluates the relationship between texts.			
EA11-7	A student evaluates the diverse ways texts can represent personal & public worlds & recognize how they are valued.			
EA11-8	A student explains and evaluates cultural assumptions and values in texts and their effects on meaning.			
EA11-9	A student reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner.			

FISC English Standard Preliminary Assessment Schedule - 2020

Component		Task 1	Task 2	Task 3
		Module 1 – Reflection & Evaluation, Multi-Modal Presentation	Module 2 - Viewing, representing and responding Task	Yearly Examination
Date		Week 9/T1	Week 8/T2	Week 9/T2
Outcomes		EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-9	EN11-2, EN11-3, EN11-5, EN11-6, EN11-7, EN11-8	EN11-1, EN11-4, EN11-5, EN11-7 EN11-8
Syllabus components	Weighting			
Knowledge	50	15	15	20
Skills	50	15	20	15
Marks (Weighting of task)	100	30	35	35
Outcomes	Descriptions			
EN11-1	Responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies Analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning Applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts Thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments Investigates and explains the relationships between texts Understands and explains the diverse ways texts can represent personal and public worlds Identifies and explains cultural assumptions in texts and their effects on meaning Reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner			
EN11-2				
EN11-3				
EN11-4				
EN11-5				
EN11-6				
EN11-7				
EN11-8				
EN11-9				

FISC English Studies Preliminary Assessment Schedule - 2020				
Component		Task 1	Task 2	Task 3
		Multimodal Careers Task	Research & Analysis	Portfolio of Coursework
Date		Week 6/T1	Week 4 /T2	Week 8/T3
Outcomes		ES11-1, ES11-2, ES11-3, ES11-6, ES11-10	ES11-4, ES11-5, ES11-7, ES11-8, ES11-9	ES11-1, ES11-2, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10
Syllabus components	Weighting			
Knowledge and understanding of course content.	50	15	15	20
Skills in: <ul style="list-style-type: none"> • Comprehending Texts. • Communicating Ideas. • Using language accurately, appropriately & effectively. 	50	15	15	20
Marks (Weighting of task)	100	30	30	40
Outcomes	Descriptions			
ES11-1	<p>Comprehends & responds to a range of texts, including short & extended texts, literary texts & texts from academic, community, workplace and social contexts for a variety of purposes.</p> <p>Identifies and uses strategies to comprehend written, spoken, visual, multimodal & digital texts that have been composed for different purposes & contexts.</p> <p>Gains skills in accessing, comprehending and using information to communicate in a variety of ways.</p> <p>Composes a range of texts with increasing accuracy and clarity in different forms.</p> <p>Develops knowledge, understanding and appreciation of how language is used, identifying specific language forms & features that convey meaning in texts.</p> <p>Uses appropriate strategies to compose texts for different modes, media, audience, context & purposes.</p> <p>Represents own ideas in critical, interpretive and imaginative texts.</p> <p>Identifies and describes relationships between texts.</p> <p>Identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade.</p> <p>Monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning.</p>			
ES11-2				
ES11-3				
ES11-4				
ES11-5				
ES11-6				
ES11-7				
ES11-8				
ES11-9				
ES11-10				

FISC Exploring Early Childhood Preliminary Assessment Schedule - 2020

Component		Task 1	Task 2	Task 3
		Play Task	Virtual Parenting or Depth Study	Formal Examination
Date		Terms 1 & 2	Term 1 up and including term3, Week 10	Term 3 Weeks 9 & 10
Outcomes		1.5, 3.1, 4.3	1.2, 1.3, 2.5	1.1, 1.4, 2.2, 2.3, 2.4
Syllabus components	Weighting			
Knowledge and understanding	50	10	10	30
Skills	50	20	20	10
Marks (Weighting of task)	100	30	30	40
Outcomes	Descriptions			
1.1	Analyses prenatal issues that have an impact on development			
1.2	Examines major physical, social-emotional, behavioural, cognitive and language development of young children			
1.3	Examines the nature of different periods in childhood — infant, toddler, preschool and the early school years			
1.4	Analyses the ways in which family, community and culture influence growth and development of young children			
1.5	Examines the implications for growth and development when a child has special needs			
2.1	Analyses issues relating to the appropriateness of a range of services for different families			
2.2	Critically examines factors that influence the social world of young children			
2.3	Explains the importance of diversity as a positive issue for children and their families			
2.4	Analyses the role of a range of environmental factors that have an impact on the lives of young children			
2.5	Examines strategies that promote safe environments			
3.1	Evaluates strategies that encourage positive behaviour in young children			
1	Demonstrates appropriate communication skills with children and/or adults			
4	Interacts appropriately with children and adults from a wide range of cultural backgrounds			
4.3	Demonstrates appropriate strategies to resolve group conflict			
5.1	Analyses and compares information from a variety of sources to develop an understanding of child growth and development			
6.1	Demonstrates an understanding of decision making processes			
6.2	Critically examines all issues including beliefs and values that may influence interactions with others			

FISC Geography Preliminary Assessment Schedule - 2020

Component		Task 1	Task 2	Task 3
		Mid-course test	Senior Geography Project	Final Examination
Date		Week 3/T2	Week 6/T3	Week 9-10/T3
Outcomes		P1, P2, P3, P4, P6, P8	P2, P4, P5, P6, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P9, P10
Syllabus components	Weighting			
Knowledge and understanding of course content	40	15	0	25
Geographical tools and skills	20	10	10	0
Geographical inquiry and research	20	0	20	0
Communication	20	5	10	5
Marks (Weighting of task)	100	30	40	30
Outcomes	Descriptions			
P1	Differentiates between spatial and ecological dimensions in the study of geography			
P2	Describes the interactions between the four components which define the biophysical environment			
P3	Explains how a specific environment functions in terms of biophysical factors			
P4	Analyses changing demographic patterns and processes			
P5	Examines the geographical nature of global challenges confronting humanity			
P6	Identifies the vocational relevance of a geographical perspective			
P7	Formulates a plan for active geographical inquiry			
P8	Selects, organises and analyses relevant geographical information from a variety of sources			
P9	Uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries			
P10	Applies mathematical ideas and techniques to analyse geographical data			
P11	Applies geographical understanding and methods ethically and effectively to a research project			
P12	Communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms			

FISC Industrial Technology – Metals & Engineering Preliminary Assessment Schedule - 2020

Component		Task 1	Task 2	Task 3
		Research Task	Project and Folio	Yearly Review
Date		Week 8/T1	Week 5/T2	Week 9-10/T3
Outcomes Assessed		P1.1, P1.2, P2.1, P3.2, P3.3, P4.1, P5.1, P5.2, P6.1, P6.2, P7.1, P7.2	P1.2, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2	P1.2, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2
Syllabus components	Weighting			
Knowledge and understanding of course content	30	10	0	20
Design and Planning	20	5	15	0
Practical Project Work	50	5	25	20
Marks (Weighting of task)	100	20	40	40
Outcomes	Descriptions			
P1.1	Describes the organisation and management of an individual business within the focus area industry			
P1.2	Identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies			
P2.1	Describes and uses safe working practices and correct workshop equipment maintenance techniques			
P2.2	Works effectively in team situations			
P3.1	Sketches, produces and interprets drawings in the production of projects			
P3.2	Applies research and problem-solving skills			
P3.3	Demonstrates appropriate design principles in the production of projects			
P4.1	Demonstrates a range of practical skills in the production of projects			
P4.2	Demonstrates competency in using relevant equipment, machinery and processes			
P4.3	Identifies and explains the properties and characteristics of materials/components through the production of projects			
P5.1	Uses communication and information processing skills			
P5.2	Uses appropriate documentation techniques related to the management of projects			
P6.1	Identifies the characteristics of quality manufactured products			
P6.2	Identifies and explains the principles of quality and quality control			
P7.1	Identifies the impact of one related industry on the social and physical environment			
P7.2	Identifies the impact of existing, new and emerging technologies of one related industry on society and the environment			

FISC Investigating Science Preliminary Assessment Schedule - 2020

Component		Task 1	Task 2	Task 3
		Practical Investigation Modules 1 and 2	Depth Study Research and Presentation Modules 2 and 3	Yearly Examination Modules 1-4
Date		Week 8/T1	Week 6/T2	Week 7/T3
Outcomes		INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-7 INS11-8 INS11-9	INS11/12-1 INS11/12-4 INS11/12-5 INS11/12-7 INS11-8 INS11-9	INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-8 INS11-9 INS11-10 INS11-11
Syllabus Components	Weighting			
Knowledge and Understanding	40	10	10	20
Skills	60	20	30	10
Marks (Weighting of task)	100	30	40	30
Outcomes	Descriptions			
INS11/12-1	INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media INS11/12-5 analyses and evaluates primary and secondary data and information INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose INS11-8 identifies that the collection of primary and secondary data initiates scientific investigations INS11-9 examines the use of inferences and generalisations in scientific investigations INS11-10 develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes INS11-11 describes and assesses how scientific explanations, laws and theories have developed			
INS11/12-2				
INS11/12-3				
INS11/12-4				
INS11/12-5				
INS11/12-6				
INS11/12-7				
INS11-8				
INS11-9				
INS11-10				
INS11-11				

FISC Legal Studies Preliminary Assessment Schedule - 2020

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

FISC Marine Studies Preliminary Assessment Schedule - 2020

Component		Task 1	Task 2	Task 3
		Practical Skills Task	Research Task	Yearly Examination
Date		Week 9/T1	Week 7/T2	Week 9-10/T3
Outcomes		2.2, 3.2, 3.3, 5.3, 5.4	1.2, 2.3, 3.4,	1.3, 1.5, 3.1, 4.1, 5.2
Syllabus Components	Weighting			
Knowledge and Understanding	50	15	20	15
Skill	50	15	20	15
Marks (Weighting of task)	100	30	40	30
Outcomes	Descriptions			
1.1	Relates with a respectful and caring attitude to the ocean and its life forms			
1.2	Identifies the roles of individuals or groups involved in maritime activities			
1.3	Recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course			
1.4	Recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea			
1.5	Demonstrates an awareness of the value of the ocean			
2.1	Appreciates the importance of effective management practice			
2.2	Works effectively within a group			
2.3	Communicates information by writing reports, giving short talks and contributing to discussions			
3.1	Evaluates information, situations, equipment manuals and written or manual procedures			
3.2	Collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing			
3.3	Generates information from data by calculating, inferring, interpreting and generalising			
3.4	Carries out planned research activities using appropriate measurements, observations, classification and recording skills			
4.1	Identifies marine vocations and a range of leisure pursuits			
4.2	Appreciates marine environments as sources of employment and leisure			
5.1	Values the rules and operating principles of marine equipment and applies them			
5.2	Applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment			
5.3	Interprets and follows instructions with accuracy			
5.4	Selects, organises, assembles, dismantles, cleans and returns equipment			

FISC Mathematics Advanced Preliminary Assessment Schedule - 2020

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

FISC Mathematics Standard Preliminary Assessment Schedule - 2020

Component		Task 1	Task 2	Task 3
		In class Assessment	Investigation	Final Course Examination
Date		Week 10/T1	Week 4/T2	Week 10/T3
Outcomes		MS11-1, MS11-2 MS11-5, MS11-6 MS11-9, MS11-10	MS11-3, MS11-4, MS11-9 MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10
Syllabus Components	Weighting			
Understanding, Fluency and Communicating	50	15	10	25
Problem solving, reasoning and justification	50	15	20	15
Marks (Weighting of task)	100	30	30	40
Outcomes	Descriptions			
MS11-1	Uses algebraic and graphical techniques to compare alternative solutions to contextual problems			
MS11-2	Represents information in symbolic, graphical and tabular form			
MS11-3	Solves problems involving quantity measurement, including accuracy and the choice of relevant units			
MS11-4	Performs calculations in relation to two-dimensional and three-dimensional figures			
MS11-5	Models relevant financial situations using appropriate tools			
MS11-6	Makes predictions about everyday situations based on simple mathematical models			
MS11-7	Develops and carries out simple statistical processes to answer questions posed			
MS11-8	Solves probability problems involving multistage events			
MS11-9	Uses appropriate technology to investigate, organise and interpret information in a range of contexts			
MS11-10	Justifies a response to a given problem using appropriate mathematical terminology and/or calculations			

FISC Modern History Preliminary Assessment Schedule - 2020

Component		Task 1	Task 2	Task 3
		Combined Source Study & Research	Historical Investigation Research & Essay	Final Examination: Evidence-based examination – short answers & extended responses
Date		Week 3/T2	Week 9/T2	Week 9-10/T3
Outcomes		MH11-1, MH11-2, MH11-3, MH11-4, MH11-5	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5
Syllabus Components	Weighting			
Knowledge and understanding of course content	40	10	10	20
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20	5	5	10
Historical inquiry and research	20	10	10	0
Communication of historical understanding in appropriate forms	20	5	5	10
Marks (Weighting of task)	100	30	30	40
Outcomes	Descriptions			
MH11-1	Describes the nature of continuity and change in the modern world. Proposes ideas about the varying causes and effects of events and developments. Analyses the role of historical features, individuals, groups and ideas in shaping the past. Accounts for the different perspectives of individuals and groups. Examines the significance of historical features, people, ideas, movements, events and developments of the modern world.			
MH11-2				
MH11-3				
MH11-4				
MH11-5				

FISC PD/H/PE Preliminary Assessment Schedule - 2020

Component		Task 1	Task 2	Task 3
		Outdoor Recreation Hike/Portfolio & First Aid Course	Topic Test	Yearly Examination
Date		Week 7 /T1	Week 2/T3	Week 9-10/T3
Outcomes		P6, P10, P14, P16	P7, P8, P11, P16, P17	P1, P2, P3, P5, P6, P7, P8, P9, P10, P12 P15, P16, P17
Syllabus Components	Weighting			
Knowledge and understanding of: factors that affect health the way the body moves	45	5	20	20
Skills in: influencing personal and community health Taking action to improve participation and performance in physical activity	25	10	10	5
Skills in critical thinking, research and analysis	30	5	5	20
Marks (Weighting of task)	100	20	35	45

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

FISC Permaculture Preliminary Assessment Schedule - 2020

Component		Task 1	Task 2	Task 3
		Practical Skills Task	Research Task	Permaculture Design Project
Date		Week 7/T1	Week 5/T2	Week 7/T3
Outcomes		1.1, 1.2, 2.1, 2.3, 4.1, 4.2	1.1, 1.2, 3.1, 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
Syllabus Components	Weighting			
Knowledge and Understanding	40	10	20	10
Skills	60	10	20	30
Marks (Weighting of task) 1	100	20	40	40
Outcomes	Descriptions			
1.1	Describes the organisation and management of the permaculture			
1.2	Identifies appropriate equipment, production and techniques, including new and developing technologies			
2.1	Describes and uses safe working practices and correct equipment maintenance techniques			
2.2	Works effectively in team situations			
3.1	Sketches, produces and interprets drawings as part of the production process			
3.2	Applies research and problem solving skills			
3.3	Demonstrates appropriate design principles in permaculture			
4.1	Demonstrates a range of practical skills in the production of permaculture projects			
4.2	Demonstrates competency in using relevant equipment, machinery and processes			
5.1	Uses communication and information processing skills			
5.2	Uses appropriate documentation related to the management of projects			
6.1	Identifies and explains the principles of quality and quality control			
6.2	Identifies and explains government regulations and standards in relation to the development of permaculture environments			
7.1	Identifies the impact of a permaculture system on the social and physical environment			
7.2	Identifies the impact of existing, new and emerging technologies on a permaculture system and its surrounding environment			

FISC Photography 2 Unit 1 & 2 Year Preliminary Assessment Schedule - 2020

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

FISC Physics Preliminary Assessment Schedule - 2020				
Component		Task 1	Task 2	Task 3
		Depth Study research and Presentation Part 1 - Dynamics Part 2 – Waves and thermodynamics Investigation	Practical Investigation Dynamics - Collisions and Momentum	Yearly Examination
Date		Week 9/T1 Week 8/T2	Week 5/T2	Week 9-10/T3
Outcomes		PH11/12-1, PH11/12-2 PH11/12-3, PH11/12-4 PH11/12-5, PH11/12-6 PH11/12-7 PH11-8, PH11-9, PH11-10	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-7 PH11-9	PH11/12-1 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11
Syllabus components	Weighting			
Skills in Working Scientifically	50	20	10	20
Knowledge and Understanding	50	10	20	20
Marks (Weighting of task)	100	30	30	40
Outcomes	Descriptions			
PH11/12-1	<p>Develops and evaluates questions and hypotheses for scientific investigation</p> <p>Designs and evaluates investigations in order to obtain primary and secondary data and information</p> <p>conducts investigations to collect valid and reliable primary and secondary data and information</p> <p>Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>Analyses and evaluates primary and secondary data and information</p> <p>solves scientific problems using primary and secondary data, critical thinking skills and Scientific processes</p> <p>Communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p> <p>Describes and analyses motion in terms scalar and vector quantities in two dimensions and makes</p> <p>Quantitative measurements and calculations for distance, displacement, speed, velocity and acceleration.</p> <p>Describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy.</p> <p>explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles</p> <p>Explains and quantitatively analyses electric fields, circuitry and magnetism.</p>			
PH11/12-2				
PH11/12-3				
PHS11/12-4				
PH11/12-5				
PH11/12-6				
PH11/12-7				
PH11-8				
PH11-9				
PH11-10				
PH11-11				

FISC Society and Culture Preliminary Assessment Schedule - 2020

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

FISC Sports, Lifestyle & Recreation Preliminary Assessment Schedule - 2020

Component		Task 1	Task 2	Task 3
		Surf Awareness Skill/Prac Aquatics	Modified Games	Sports First Aid/Injuries
Date		Week 10/T1	Week 6/T2	Week 3/T3
Outcomes		1.1, 1.3, 2.2, 3.1, 3.6, 4.4, 4.5	1.2, 1.3, 2.3, 3.1, 3.2, 4.4	1.3, 3.6, 4.5
Syllabus Components	Weighting			
Knowledge and Understanding	50	15	15	10
Skill	50	25	25	10
Marks (Weighting of task)	100	40	40	20
Outcomes		Descriptions		
1.1		Applies the rules and conventions that relate to participation in a range of physical activities		
1.2		Explains the relationship between physical activity, fitness and healthy lifestyle		
1.3		Demonstrates ways to enhance safety in physical activity		
1.4		Investigates and interprets the patterns of participation in sport and physical activity in Australia		
1.5		Critically analyses the factors affecting lifestyle balance and their impact on health status		
1.6		Describes administrative procedures that support successful performance outcomes		
2.1		Explains the principles of skill development and training		
2.2		Analyses the fitness requirements of specific activities		
2.3		Selects and participates in physical activities that meet individual needs, interests and abilities		
2.4		Describes how societal influences impact on the nature of sport in Australia		
2.5		Describes the relationship between anatomy, physiology and performance		
3.1		Selects appropriate strategies and tactics for success in a range of movement contexts		
3.2		Designs programs that respond to performance needs		
3.3		Measures and evaluates physical performance capacity		
3.4		Composes, performs and appraises movement		
3.5		Analyses personal health practices		
3.6		Assesses and responds appropriately to emergency care situations		
3.7		Analyses the impact of professionalism in sport		
4.1		Plans strategies to achieve performance goal		
4.2		Demonstrates leadership skills and a capacity to work cooperatively in movement context		
4.3		Makes strategic plans to overcome the barriers to personal and community health		
4.4		Demonstrates competence and confidence in movement contexts		
4.5		Recognises the skills and abilities required to adopt roles that support health, safety and physical activity		
		Values and Attitudes		
1.1		Accepts responsibility for personal and community health		
1.2		Willingly participates in regular physical activity		
1.3		Values the importance of an active lifestyle		
1.4		Values the features of a quality performance		
1.5		Strives to achieve quality in personal performance		

FISC Visual Arts Preliminary Assessment Schedule - 2020

Component		Task 1	Task 2	Task 3
		Experimental Art making practice with VAPD and Artist Studies.	Investigating Art Making Practice with VAPD and Artist Studies	Yearly Examination Art Criticism and Art History
Date		Week 2/T2	Week 7/T3	Week 9/T3
Outcomes		P1, P3, P9, P10	P1, P2, P4, P5, P6, P7, P10	P8, P9, P10
Syllabus Components	Weighting			
Knowledge and Understanding	50	20	30	0
Skill	50	10	10	30
Marks (Weighting of task)	100	30	40	30
Outcomes	Descriptions			
P1	Explores the conventions of practice in artmaking			
P2	Explores the roles and relationships between the concepts of artist, artwork, world and audience			
P3	Identifies the frames as the basis of understanding expressive representation through the making of art			
P4	Investigates subject matter and forms as representations in artmaking			
P5	Investigates ways of developing coherence and layers of meaning in the making of art			
P6	Explores a range of material techniques in ways that support artistic intentions			
P7	Explores the conventions of practice in art criticism and art history			
P8	Explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art			
P9	Identifies the frames as the basis of exploring different orientation to critical and historical investigations of art			
P10	Explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed			

FISC Connected Learning WRAP Preliminary Assessment Schedule - 2020

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

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

Assessment Advice for HSC 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 may be deemed 'Competent' if performance in all required assessment activities is satisfactory or Not Yet 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 Board Developed Courses. Formal assessment will be scheduled only when you have developed the necessary skills, and underpinning knowledge to demonstrate competency. Your trainer will keep a record of units of competency achieved. 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 yet achieved'. You will also receive a report from the school each semester indicating competencies achieved to date.

The achievement of units of competency, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A 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.

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment by your trainer.

Credit Transfer will be given for units of competency previously achieved with another RTO.

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).**

Note

- Students will not be permitted to participate in a work placement if they are not deemed 'work ready' by the trainer.
- An '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 Statement of Attainment that indicates the units of competency achieved towards the qualification.
- The scheduled date for work placement is shown in the course assessment summary.

HSC Examination is only available in some VET courses. (Refer to the specific course assessment summary for more 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. This will only be used in the case of an illness/misadventure appeal. Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial exam.

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 Term 4 - Week 4 (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 – weeks 4 and 5	

Cluster name, unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment, Role-play, Oral presentation	Third party report	Self-Assessment	HSC examinable
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Cluster 1 Working Safely in the Construction Industry

CPCCOHS2001A - Apply OHS requirements, policies and procedures in the construction industry	Y		Y	Y		Y	Y	Y
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Cluster 2 White Card

CPCCWHS1001 – Prepare to work safely in the construction industry	Y		Y	Y	Y	Y		Y
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Cluster 3 Carpentry Basics

CPCCCA2011A – Handle carpentry materials	Y	Y		Y			Y	Y
CPCCCA2002B – Use carpentry tools and equipment	Y	Y	Y	Y		Y		**

Cluster 4 Reading Plans and Levelling

CPCCCM2001A – Read and interpret plans and specifications	Y		Y	Y				Y
CPCCCM2006B – Apply basic levelling procedures	Y		Y	Y				

Cluster 5 Prepare for Concreting

CPCCCA2003A – Erect and dismantle formwork for footings and slabs on ground	Y	Y		Y			Y	
CPCCCM1015A Carry out measurements & calculations	Y	Y		Y			Y	Y

Cluster 6 Group Project

CPCCCM1013A - Plan and organise work	Y	Y		Y		Y	Y	Y
CPCCCM2004A – Handle construction materials	Y			Y		Y		

Cluster 7 Skills Into Action

CPCCCM1012A – Work effectively and sustainably in the construction industry				Y		Y	Y	Y
CPCCCM1014A - Conduct workplace communication				Y	Y	Y		Y

Cluster 8 Option 2 – Brick and Block Laying

CPCCBL2001A - Handle and prepare bricklaying and blocklaying materials	Y	Y		Y			Y	
CPCCBL2002A - Use bricklaying and blocklaying tools and equipment	Y	Y		Y			Y	

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

Depending on the achievement of units of competency; the possible AQF qualification outcome is CPC20211 Certificate II in Construction Pathways or a Statement of Attainment towards CPC20211 Certificate II in Construction Pathways.

Assessment Summary for SOA towards the ICT30115 – Certificate III in Information, Digital Media and Technology

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) - 70 hours in total.	Staggered to align with host 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 – weeks 4 and 5

Assessment Plan		Evidence Gathering Techniques						
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test.	Third party report	Self-assessment	HSC examinable
Cluster 1- Alive and Talking								
ICTICT202	Work and Communicate effectively in an ICT environment	✓		✓	✓	✓	✓	YES
BSBWHS304	Participate effectively in WHS communication and consultation processes	✓	✓		✓	✓		YES
Cluster 2-Better, Faster, Stronger								
ICTSAS301	Run standard diagnostic tests	✓	✓		✓	✓		YES
ICTICT302	Install and optimise operation system software	✓	✓		✓	✓		YES
ICTICT301	Create user documentation	✓	✓		✓			NO
Cluster 3-Modelled Software Use								
ICTICT203	Operate application software packages	✓	✓	✓	✓	✓	✓	YES
ICTICT308	Use advanced features of computer applications	✓	✓	✓	✓	✓	✓	YES
Cluster 4- Web Development								
ICTWEB302	Build simple websites using commercial programs	✓	✓		✓		✓	YES
ICTWEB303	Produce digital images for the web	✓	✓		✓	✓		NO
Cluster 5-The Social Environment								
ICTWEB201	Use Social media tools for collaboration and engagement	✓	✓	✓	✓	✓		NO
BSBSUS401	Implement and monitor environmentally sustainable work practices	✓	✓	✓	✓	✓		NO

Depending on the achievement of units of competency; the possible AQF qualification outcome is a Statement of Attainment towards MEM10105 Certificate III Information Digital Media and Technology

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 , 5 Term 4 - Week 4 (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 – weeks 4 and 5

	Observation of practical work	Product Assessment	Oral questioning	Written assignment, test, quiz	Role play, oral presentation	Supplementary Evidence	Other, HSC examinable
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Cluster 1 **Working Together** new cluster

BSBWOR203 Work effectively with others				Y	Y		Y
BSBCMM201 Communicate in the Workplace				Y	Y		

Cluster 2 **Safe and hygienic food preparation-new cluster**

Part A Hygienic Food Preparation							
SITXFSA001 Use hygienic practices for food safety	Y			Y			Y
Part B Safe Food Preparation							
SITHCCC001 Use food preparation equipment	Y	Y		Y			
SITXFSA002 Participate in safe food handling practices	Y	Y		Y			

Cluster 3 **Café Skills-** new assessment requirement

SITHFAB005 Part A Prepare and serve espresso coffee	Y	Y		Y		Y	Y Portfolio
SITHFAB004 Part B Prepare and serve non-alcoholic beverages	Y	Y		Y		Y	Y Portfolio

Cluster 4 **Safe and Sustainable work practices**

SITXWHS001 Participate in safe work practices	Y			Y	Y		Y
BSBSUS201 Participate in environmentally sustainable work practices				Y			

Cluster 5 **Interacting with diverse customers**

SITXCCS003 Interact with customers	Y			Y	Y		Y
SITXCOM002 Show social and cultural sensitivity	Y			Y	Y		

Cluster 6 **Serving food and beverages – new assessment requirement**

SITHFAB007 Serve food and beverage	Y			Y		Y	Y Portfolio
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Cluster 7 **Keeping up to date with industry**

SITHIND002 Source and use information on the hospitality industry				Y			Y
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Cluster 8 **Use hospitality skills effectively – new assessment requirement**

SITHIND003 Use hospitality skills effectively	Y			Y		Y	Portfolio
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Assessment Summary for SIR30216 Certificate III in Retail services

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 2 – Week 4 Term 4 - Week 3 (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 – weeks 4 and 5

Cluster name, unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment, test	Role play. Oral presentation	Third party report	Other	Self-Assessment	HSC examinable
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Cluster 1 Teamwork in a service environment

SIRXIND001 Work effectively in a service environment	Y		Y	Y	Y	Y	S		Y
SIRXCOM002 Work effectively in a team	Y		Y	Y	Y	Y	S		Y

Cluster 2 Safely maintain the store environment

SIRXWHS002 Contribute to workplace health and safety	Y		Y	Y	Y		S		Y
SIRXIND002 Organise and maintain the store environment	Y		Y	Y	Y		S		

Cluster 3 Point of sale procedures and security

SIRXSLS002 Follow point-of-sale procedures	Y		Y	Y	Y		S		Y
SIRXRSK001 Identify and respond to security risks	Y		Y	Y	Y		S		Y

Cluster 4 Serving the customer

SIRXCEG001 Engage the customer	Y			Y	Y		S	Y	Y
SIRXCEG002 Assist with customer difficulties	Y			Y	Y		S	Y	Y
SIRXCEG003 Build customer relationships and loyalty	Y			Y	Y		S	Y	Y

Cluster 5 Handling retail stock

SIRRINV001 Receive and handle retail stock	Y			Y	Y		S		
SIRRINV002 Control stock	Y			Y	Y		S		

Cluster 6 Selling and advising the retail customer

SIRXSLS001 Sell to the retail customer	Y	Y		Y	Y		S		Y
SIRXPDK001 Advise on products and services	Y	Y		Y	Y		S		Y

Cluster 7 Merchandise displays

SIRRMER001 Produce visual merchandise displays	Y	Y	Y	Y	Y		CD/S	Y	Y
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S- Simulated place environment, WPJ – Workplace Journal, CD – Create a display in class

Depending on the achievement of units of competency; the possible AQF qualification outcome is SIR30216 Certificate III in Retail Services or a Statement of Attainment towards SIR30216 Certificate III in Retail Services.

