YOUR PATHWAY

YOUR FUTURE

**PRELIMINARY**

Assessment Guide

2023



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**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, 2023 and finishes at the end of Term 3, 2023.

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 school[[1]](#footnote-1);
* achieved some or all of the course outcomes; and/or
* completed all assessment tasks.

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

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

(b) advise the candidate of the submission and the right of appeal.

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

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

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

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

What are valid reasons?

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

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

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

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

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

Does my attendance affect my results?

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

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

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

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

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

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

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

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

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

Are there specific behaviours which will affect my assessment?

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

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

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

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 NESA. 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.

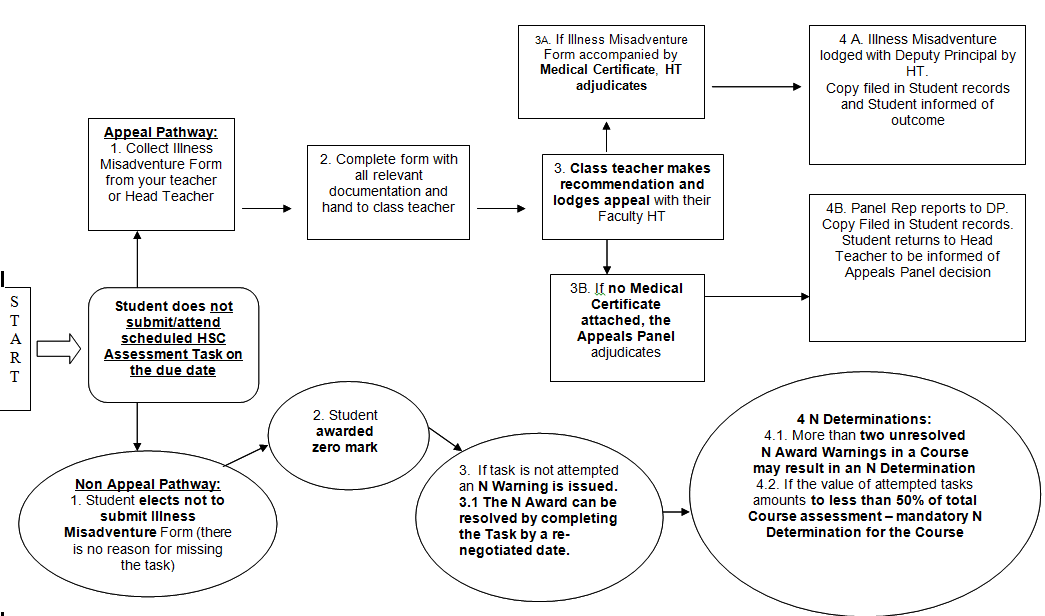
When are the Preliminary Yearly Exams?

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.educationstandards.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)

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Medical Certificate is attached: Yes **** No  ****

Additional Information is attached**:** Yes **** No ****

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

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| **FISC Ancient History Preliminary Assessment Schedule – 2023** | | | | |
| **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  AH11-2  AH11-3  AH11-4  AH11-5 | 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. | | | |

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| **FISC Biology Preliminary Assessment Schedule - 2023** | | | | |
| **Component** | | **Task 1** | **Task 2** | **Task 3** |
|  | | Practical Task | Depth Study Report and Presentation | Final Exam |
| Date | | Week 6/T1 | Week 4/T2 | Week 9/T3 |
| Outcomes | | BIO11/12-1  BIO11/12-2  BIO11/12-3  BIO11/12-5  BIO11/12-6  BIO11/12/12-7  BIO11-8 | BIO11/12-2  BIO11/12-3  BIO11/12-4  BIO11/12-5  BIO11/12-7  BIO11-9 | BIO11/12-1  BIO11/12-2  BIO11/12-3  BIO11/12-4  BIO11/12-5  BIO11/12-6  BIO11/12-7  BIO11-8, BIO11-9. BIO11-10. BIO11-11 |
| Syllabus components | **Weighting** |  |  |  |
| Skills in Working Scientifically | 60 | 20 | 20 | 20 |
| Knowledge and understanding | 40 | 10 | 10 | 20 |
| **Marks** (Weighting of task) | 100 | 30 | 30 | 40 |
| **Outcomes** | **Descriptions** | | | |
| BIO11/12-1  BIO11/12-2  BIO11/12-3  BIO11/12-4  BIO11/12-5  BIO11/12-6  BIO11/12-7  BIO11-8  BIO11-9  BIO11-10  BIO11-11 | Develops and evaluates questions and hypotheses for scientific investigation  Designs and evaluates investigations in order to obtain primary and secondary data and information  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  Analyses and evaluates primary and secondary data and information  Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes  Communicates scientific understanding using suitable language and terminology for a specific audience or purpose  Describes single cells as the basis for all life by analysing and explaining cells’ ultrastructure and biochemical processes  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  Describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species  Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **FISC Business Studies Preliminary Assessment Schedule - 2023** | | | | | | | | |
| **Component** | | | **Task 1** | | **Task 2** | | **Task 3** | |
|  | | | Topic Test 1:  Nature of Business | | Small Business Plan   1. Progress report (*Draft*) 2. 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  P2  P3  P4  P5  P6  P7  P8  P9  P10 | Discusses the nature of business, its role in society and types of business structure  Explains the internal and external influences on businesses  Analyses the responsibilities of business to internal and external stakeholders  Plans and conducts investigations into contemporary business issues  Evaluates information for actual and hypothetical business situations  Analyses the responsibilities of business to internal and external stakeholders  Plans and conducts investigations into contemporary business issues  Evaluates information for actual and hypothetical business situations  Communicates business information and issues in appropriate formats  Applies mathematical concepts appropriately in business situations | | | | | | | |

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| **FISC Ceramics Preliminary Assessment Schedule – 2023** | | | | |
| **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  M2  M3  M4  M5  M6  CH1  CH2  CH3  CH4  CH5 | Generates a characteristic style that is increasingly self-reflective in their ceramic practice  Explores concepts of artist/ceramist/sculptor/designer/maker, interpretations of the world and of audience response in their making of ceramic works  Investigates different points of view in the making of ceramic works  Explores ways of generating ideas as representations in the making of ceramic works  Engages in the development of different techniques suited to artistic intentions in the making of ceramic works  Takes into account issues of Work Health and Safety in their practice  Generates in their critical and historical investigations ways to interpret and explain ceramic works and practices  Investigates the roles and relationships of the concepts of work, world, artist/ceramist/sculptor/designer/maker and audience in critical and historical investigations  Distinguishes between different points of view in their critical and historical studies  Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in ceramics  Recognises how ceramic works are used in various fields of cultural production | | | |

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| **FISC Chemistry Preliminary Assessment Schedule - 2023** | | | | |
| **Component** | | **Task 1** | **Task 2** | **Task 3** |
|  | | Depth Study  Properties and Structure of Matter | Research/Practical Task – Reactive Chemistry | Yearly Examination |
| Date | | Week 8/T1 | Week 6/T2 | Week 10/T3 |
| Outcomes | | CH11/12-1  CH11/12-3  CH11/12-4  CH11/12-5  CH11/12-7  CH11-8 | CH11/12-1  CH11/12-2  CH11/12-4  CH11/12-7  CH11-9  CH11-10 | CH11/12-1 TO CH11/12-7  AND  CH11-8 TO CH11-11 |
| Skills in Working Scientifically | 60 | 15 | 25 | 20 |
| Knowledge and Understanding | 40 | 10 | 10 | 20 |
| **Marks** (Weighting of task) | 100 | 25 | 35 | 40 |
| **Outcomes** | **Descriptions** | | | |
| CH11/12-1  CH11/12-2  CH11/12-3  CH11/12-4  CH11/12-5  CH11/12-6  CH11/12-7  CH11-8  CH11-9  CH11-10  CH11-11 | Develops and evaluates questions and hypotheses for scientific investigation  Designs and evaluates investigations in order to obtain primary and secondary data and information  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  Analyses and evaluates primary and secondary data and information  Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes  Communicates scientific understanding using suitable language and terminology for a specific audience or purpose  Explores the properties and trends in the physical, structural and chemical aspects of matter  Describes, applies and quantitatively analyses the mole concept and stoichiometric relationships  Explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions  Analyses the energy considerations in the driving force for chemical reactions | | | |

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| **FISC Community and Family Studies Preliminary Assessment Schedule - 2023** | | | | |
| **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  P1.2  P2.1  P2.3  P4.1  P4.2  P5.1  P6.1  P6.2 | 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 | | | |

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| **FISC Computing Applications Preliminary 2 Unit Assessment Schedule 2023** | | | | |
| **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. |
| * Syllabus * Components | **Weighting** |  |  |  |
| * 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:**   * 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  1.2  1.3  2.1  2.2  2.3  3.1  3.2  3.3  4.1  4.2  4.3  5.1 | Describes the function and application of a variety of computer software  Applies computing terminology appropriately in practical situations  Uses appropriate computer software in a given context  Describes aspects of human activity which have developed into computer applications  Explains the principles and functions of specific hardware components  Evaluates the suitability of hardware in a particular context  Applies a range of project management techniques in the development of a solution  Analyses and documents the steps involved in problem-solving and applies them to producing computer-based solutions  Implements, tests, debugs and evaluates solutions using current common application packages  Identifies and reflects on the social and technological implications when making decisions About the use of computer software  Evaluates the use of a computer-based solution compared to non-computer solutions  Identifies social and ethical issues related to the use of computer software  Evaluates the suitability of software applications in a particular context | | | |

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| **FISC Drama Preliminary Assessment Schedule - 2023** | | | | |
| **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  P1.2  P1.3  P1.4  P1.5  P1.6  P1.7  P1.8  P2.1  P2.2  P2.3  P2.4  P2.5  P2.6  P3.1  P3.2  P3.3  P3.4 | Develops acting skills in order to adopt and sustain a variety of characters and roles  Explores ideas and situations, expressing them imaginatively in dramatic form  Demonstrates performance skills appropriate to a variety of styles and media  Understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively  Understands, demonstrates and records the process of developing and refining ideas and scripts through to performance  Demonstrates directorial and acting skills to communicate meaning through dramatic action  Understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration  Recognises the value of individual contributions to the artistic effectiveness of the whole  Understands the dynamics of actor-audience relationship  Understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers  Demonstrates directorial and acting skills to communicate meaning through dramatic action  Performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces  Understands and demonstrates the commitment, collaboration and energy required for a production  Appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance  Critically appraises and evaluates, both orally and in writing, personal performances and the performances of others  Understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques  Analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements  Appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest | | | |

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| **FISC English Advanced Preliminary Assessment Schedule - 2023** | | | | |
| **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  EA11-2  EA11-3  EA11-4  EA11-5  EA11-6  EA11-7  EA11-8  EA11-9 | A student responds to, composes and evaluates texts for understanding, interpretation, critical analysis, imaginative expression & pleasure.  A student uses and evaluates processes, skills & knowledge required to effectively respond to and compose texts in different modes, media and technologies.  A student analyses & uses language forms, features & structures of texts considering appropriateness for specific purposes, audiences & contexts & evaluates their effects on meaning.  A student strategically uses knowledge, Skills & understanding of language concepts & literary devices in new & different contexts.  A student thinks imaginatively, creatively, interpretively & critically to respond to, evaluate & compose texts that synthesise complex information, ideas & arguments.  A student investigates & evaluates the relationship between texts.  A student evaluates the diverse ways texts can represent personal & public worlds & recognize how they are valued.  A student explains and evaluates cultural assumptions and values in texts and their effects on meaning.  A student reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner. | | | |

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| **FISC English Standard Preliminary Assessment Schedule - 2023** | | | | |
| **Component** | | **Task 1** | **Task 2** | **Task 3** |
|  | | Common Module – Reflection & Evaluation, Multi-Modal Presentation | Module A - Viewing, representing and responding Task | Yearly Examination |
| Date | | Week 9/T1 | Week 8/T2 | Week 9/T3 |
| Outcomes | | EN11-1,EN11-2, EN11-3, EN11-4, EN11-5, EN11-9 | EN11-2, EN11-3, EN11-5, EN11-6, EN11-7, EN11-8 | EN11-1, EN11-4, EN11-5, EN11-7 EN11-8 |
| Syllabus components | **Weighting** |  |  |  |
| Knowledge | 50 | 15 | 15 | 20 |
| Skills | 50 | 15 | 20 | 15 |
| **Marks** (Weighting of task) | 100 | 30 | 35 | 35 |
| **Outcomes** | **Descriptions** | | | |
| EN11-1  EN11-2  EN11-3  EN11-4  EN11-5  EN11-6  EN11-7  EN11-8  EN11-9 | 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 | | | |

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| **FISC English Studies Preliminary Assessment Schedule - 2023** | | | | |
| **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:   * 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  ES11-2  ES11-3  ES11-4  ES11-5  ES11-6  ES11-7  ES11-8  ES11-9  ES11-10 | 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.  Identifies and uses strategies to comprehend written, spoken, visual, multimodal & digital texts that have been composed for different purposes & contexts.  Gains skills in accessing, comprehending and using information to communicate in a variety of ways.  Composes a range of texts with increasing accuracy and clarity in different forms.  Develops knowledge, understanding and appreciation of how language is used, identifying specific language forms & features that convey meaning in texts.  Uses appropriate strategies to compose texts for different modes, media, audience, context & purposes.  Represents own ideas in critical, interpretive and imaginative texts.  Identifies and describes relationships between texts.  Identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade.  Monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning. | | | |

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| **FISC Exploring Early Childhood Preliminary Assessment Schedule - 2023** | | | | |
| **Component** | | **Task 1** | **Task 2** | **Task 3** |
|  | | Play Task | Virtual Parenting and 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 | 20 | 20 | 10 |
| Skills | 50 | 20 | 20 | 10 |
| **Marks** (Weighting of task) | 100 | 40 | 40 | 20 |
| **Outcomes** | **Descriptions** | | | |
| 1.1  1.2  1.3  1.4  1.5  2.1  2.2  2.3  2.4  2.5  3.1  1  4  4.3  5.1  6.1  6.2 | Analyses prenatal issues that have an impact on development  Examines major physical, social-emotional, behavioural, cognitive and language development of young children  Examines the nature of different periods in childhood — infant, toddler, preschool and the early school years  Analyses the ways in which family, community and culture influence growth and development of young children  Examines the implications for growth and development when a child has special needs  Analyses issues relating to the appropriateness of a range of services for different families  Critically examines factors that influence the social world of young children  Explains the importance of diversity as a positive issue for children and their families  Analyses the role of a range of environmental factors that have an impact on the lives of young children  Examines strategies that promote safe environments  Evaluates strategies that encourage positive behaviour in young children  Demonstrates appropriate communication skills with children and/or adults  Interacts appropriately with children and adults from a wide range of cultural backgrounds  Demonstrates appropriate strategies to resolve group conflict  Analyses and compares information from a variety of sources to develop an understanding of child growth and development  Demonstrates an understanding of decision making processes  Critically examines all issues including beliefs and values that may influence interactions with other | | | |

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| **FISC Geography Preliminary Assessment Schedule - 2023** | | | | |
| **Component** | | **Task 1** | **Task 2** | **Task 3** |
|  | | Topic Research | SGP   1. Progress Report 2. Final Report | Final  Examination |
| Date | | Week 3 /T2 | 1. Week 5 /T 2 2. Week 5 /T 3 | Week 9-10 / T3 |
| Outcomes | | P | P | P |
| Syllabus components | **Weighting** |  |  |  |
| Knowledge and understanding of course content | **40** | 10 | 5 | 25 |
| Geographical tools and skills | **20** | 10 | 5 | 5 |
| Geographical inquiry and research, including fieldwork | **20** | 0 | 20 | 0 |
| Communication of geographical information, ideas and issues in appropriate forms | **20** | 5 | 5 | 10 |
| **Marks** (Weighting of task) | **100** | **25** | **35** | **40** |
| **Outcomes** | **Descriptions** | | | |
| P1  P2  P3  P4  P5  P6  P7  P8  P9  P10  P11  P12 | Differentiates between spatial and ecological dimensions in the study of geography  Describes the interactions between the four components which define the biophysical environment  Explains how a specific environment functions in terms of biophysical factors  Analyses changing demographic patterns and processes  Examines the geographical nature of global challenges confronting humanity  Identifies the vocational relevance of a geographical perspective  Formulates a plan for active geographical inquiry  Selects, organises and analyses relevant geographical information from a variety of sources  Uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries  Applies mathematical ideas and techniques to analyse geographical data  Applies geographical understanding and methods ethically and effectively to a research project  Communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms. | | | |

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| **FISC Investigating Science Preliminary Assessment Schedule - 2023** | | | | |
| **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  INS11/12-2  INS11/12-3  INS11/12-4  INS11/12-5  INS11/12-6  INS11/12-7  INS11-8  INS11-9  INS11-10  INS11-11 | Develops and evaluates questions and hypotheses for scientific investigation  Designs and evaluates investigations in order to obtain primary and secondary data and information  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  Analyses and evaluates primary and secondary data and information  Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes  Communicates scientific understanding using suitable language and terminology for a specific audience or purpose  Identifies that the collection of primary and secondary data initiates scientific investigations  Examines the use of inferences and generalisations in scientific investigations  Develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes  Describes and assesses how scientific explanations, laws and theories have developed | | | |

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| **FISC Legal Studies Preliminary Assessment Schedule - 2023** | | | | |
| **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  P2  P3  P4  P5  P6  P7  P8  P9  P10 | Identifies and applies legal concepts and terminology  Describes the key features of Australian and international law  Describes the operation of domestic and international legal systems  Discusses the effectiveness of the legal system in addressing issues  Describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change  Explains the nature of the interrelationship between the legal system and society  Evaluates the effectiveness of the law in achieving justice  Locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents  Communicates legal information using well-structured responses  Accounts for differing perspectives and interpretations of legal information and issues | | | |

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| **FISC Marine Studies Preliminary Assessment Schedule - 2023** | | | | |
| **Component** | | **Task 1** | **Task 2** | **Task 3** |
|  | | Practical Skills Task | Research Task | Yearly Examination |
| Date | | Week 9/T1 | Week 5/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  1.2  1.3  1.4  1.5  2.1  2.2  2.3  3.1  3.2  3.3  3.4  4.1  4.2  5.1  5.2  5.3  5.4 | Relates with a respectful and caring attitude to the ocean and its life forms  Identifies the roles of individuals or groups involved in maritime activities  Recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course  Recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea  Demonstrates an awareness of the value of the ocean  Appreciates the importance of effective management practice  Works effectively within a group  Communicates information by writing reports, giving short talks and contributing to discussions  Evaluates information, situations, equipment manuals and written or manual procedures  Collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing  Generates information from data by calculating, inferring, interpreting and generalising  Carries out planned research activities using appropriate measurements, observations, classification and recording skills  Identifies marine vocations and a range of leisure pursuits  Appreciates marine environments as sources of employment and leisure  Values the rules and operating principles of marine equipment and applies them  Applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment  Interprets and follows instructions with accuracy  Selects, organises, assembles, dismantles, cleans and returns equipment | | | |

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| **FISC Mathematics Advanced Preliminary Assessment Schedule - 2023** | | | | |
| **Component** | | **Task 1** | **Task 2** | **Task 3** |
|  | | In Class Assessment | Investigation | Final  Course Examination |
| Date | | Week 9/T1 | Week 4/T2 | Week 10/T3 |
| Outcomes | | MA11-1  MA11-2  MA11-9 | MA11-3  MA11-4  MA11-8  MA11-9 | MA11-1  MA11-2  MA11-3  MA11-4  MA11-5  MA11-6  MA11-7  MA11-9 |
| Syllabus Components | **Weighting** |  |  |  |
| Concepts and Techniques | 50 | 15 | 10 | 25 |
| Reasoning and Communication | 50 | 15 | 20 | 15 |
| **Marks** (Weighting of task) | 100 | 30 | 30 | 40 |
| **Outcomes** | **Descriptions** | | | |
| MA11-1  MA11-2  MA11-3  MA11-4  MA11-5  MA11-6  MA11-7  MA11-8  MA11-9 | Uses algebraic and techniques to solve, and where appropriate, compare alternative solutions to problems.  Uses the concepts of functions and relations to model, analyse and solve practical problems.  Uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes.  Uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities.  Interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems.  Manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems.  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  Uses appropriate technology to investigate, organise, model and interpret information in a range of contexts.  Provides reasoning to support conclusions which are appropriate to the context. | | | |

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| **FISC Mathematics Standard Preliminary Assessment Schedule - 2023** | | | | |
| **Component** | | **Task 1** | **Task 2** | **Task 3** |
|  | | In Class Assessment | Investigation | Final Course Examination |
| Date | | Week 9/T1 | Week 4/T2 | Week 10/T3 |
| Outcomes | | 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  MS11-2  MS11-3  MS11-4  MS11-5  MS11-6  MS11-7  MS11-8  MS11-9  MS11-10 | Uses algebraic and graphical techniques to compare alternative solutions to contextual problems  Represents information in symbolic, graphical and tabular form  Solves problems involving quantity measurement, including accuracy and the choice of relevant units  Performs calculations in relation to two-dimensional and three-dimensional figures  Models relevant financial situations using appropriate tools  Makes predictions about everyday situations based on simple mathematical models  Develops and carries out simple statistical processes to answer questions posed  Solves probability problems involving multistage events  Uses appropriate technology to investigate, organise and interpret information in a range of contexts  Justifies a response to a given problem using appropriate mathematical terminology and/or calculations | | | |

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| **FISC Modern History Preliminary Assessment Schedule - 2023** | | | | |
| **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 I appropriate forms | 20 | 5 | 5 | 10 |
| **Marks** (Weighting of task) | 100 | 30 | 30 | 40 |
| **Outcomes** | **Descriptions** | | | |
| MH11-1  MH11-2  MH11-3  MH11-4  MH11-5 | 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. | | | |

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| **FISC PD/H/PE Preliminary Assessment Schedule - 2023** | | | | |
| **Component** | | **Task 1** | **Task 2** | **Task 3** |
|  | | Research Video Response on Health Determinants | Anatomy Lab Assessment | Yearly Examination |
| Date | | Term 1, Week 6 | Term2, Week 5 | Term 3 Week 9,10 |
| Outcomes | | Outcomes assessed  P4, P5, P6 ,P15 | Outcomes assessed  P7, P8, P9, P10 | Outcomes assessed  P5, P6, P7, P8, P9, P10, P11, P12, P15, P16, P17 |
| Syllabus  Components | **Weighting** |  |  |  |
| Knowledge and understanding of course content | 40 | 10 | 10 | 20 |
| Skills in critical thinking, research, analysis and communicating | 60 | 20 | 20 | 20 |
| **Marks** (Weighting of task) | 100 | 30 | 30 | 40 |
| **Outcomes** | **Descriptions** | | | |
| P1  P2  P3  P4  P5  P6  P7  P8  P9  P10  P11  P12  P13  P14  P15  P16  P17 | Identifies and examines why individuals give different meanings to health  Explains how a range of health behaviours affect an individual’s health  Describes how an individual’s health is determined by a range of factors  Evaluates aspects of health over which individuals can exert some control  Describes factors that contribute to effective health promotion  Proposes actions that can improve and maintain an individual’s health  Explains how body systems influence the way the body moves  Describes the components of physical fitness and explains how they are monitored  Describes biomechanical factors that influence the efficiency of the body in motion  Plans for participation in physical activity to satisfy a range of individual needs  Assesses and monitors physical fitness levels and physical activity patterns  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)  Demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)  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  Analyses factors influencing movement and patterns of participation  Uses a range of sources to draw conclusions about health and physical activity concepts  Analyses factors influencing movement and patterns of participation | | | |

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| **FISC Photography 2 Unit 1 & 2 Year Preliminary Assessment Schedule - 2023** | | | | |
| **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  M2  M3  M4  M5  M6  CH1  CH2  CH3  CH4  CH5 | Generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice  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  Investigates different points of view in the making of photographs and/or videos and/or digital images  Generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images  Develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images  Takes into account issue of Work Health and Safety in the making of photographs and/or videos and/or digital imaging  Generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging  Investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations  Distinguishes between different points of view and offers interpretive accounts in critical and historical studies  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  Recognises how photography and/or video and/or digital imaging are used in various fields of cultural production | | | |

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| **FISC Physics Preliminary Assessment Schedule - 2023** | | | | |
| **Component** | | **Task 1** | **Task 2** | **Task 3** |
|  | | Depth Study research and Presentation  Part 1 - Dynamics  Part 2 – Waves and Thermodynamics Investigation | Practical Investigation  Dynamics -  Collisions and Momentum | Yearly Examination |
| Date | | Week 9/T1  Week 8/T2 | Week 5/T2 | Week 9-10/T3 |
| Outcomes | | PH11/12-1, PH11/12-2  PH11/12-3, PH11/12-4  PH11/12-5, PH11/12-6  PH11/12-7  PH11-8, PH11-9,  PH11-10 | PH11/12-1 PH11/12-2  PH11/12-3 PH11/12-4  PH11/12-7 PH11-9 | PH11/12-1 PH11/12-4  PH11/12-5 PH11/12-6  PH11/12-7 PH11-8  PH11-9 PH11-10  PH11-11 |
| Syllabus components | **Weighting** |  |  |  |
| Skills in Working Scientifically | 50 | 20 | 10 | 20 |
| Knowledge and Understanding | 50 | 10 | 20 | 20 |
| **Marks** (Weighting of task) | 100 | 30 | 30 | 40 |
| **Outcomes** | **Descriptions** | | | |
| PH11/12-1  PH11/12-2  PH11/12-3  PHS11/12-4  PH11/12-5  PH11/12-6  PH11/12-7  PH11-8  PH11-9  PH11-10  PH11-11 | Develops and evaluates questions and hypotheses for scientific investigation  Designs and evaluates investigations in order to obtain primary and secondary data and information  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  Analyses and evaluates primary and secondary data and information  solves scientific problems using primary and secondary data, critical thinking skills and  Scientific processes  Communicates scientific understanding using suitable language and terminology for a specific audience or purpose  Describes and analyses motion in terms scalar and vector quantities in two dimensions and makes  Quantitative measurements and calculations for distance, displacement, speed, velocity and acceleration.  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.  explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles  Explains and quantitatively analyses electric fields, circuitry and magnetism. | | | |

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| **FISC Society and Culture Preliminary Assessment Schedule - 2023** | | | | |
| **Component** | | **Task 1** | **Task 2** | **Task 3** |
|  | | Topic Test 1:  Social and Cultural World | Mini PIP Research  Stage 1: Research Methods (*Draft*)  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  P2  P3  P4  P5  P6  P7  P8  P9  P10 | Identifies and applies social and cultural concepts  Describes personal, social and cultural identity  Identifies and describes relationships and interactions within and between social and cultural groups  Identifies the features of social and cultural literacy and how it develops  Explains continuity and change and their implications for societies and cultures  Differentiates between social and cultural research methods  Selects, organises and considers information from a variety of sources for usefulness, validity and bias  Plans and conducts ethical social and cultural research  Uses appropriate course language and concepts suitable for different audiences and contexts  Communicates information, ideas and issues using appropriate written, oral and graphic forms | | | |

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| **FISC Sports, Lifestyle & Recreation Preliminary Assessment Schedule - 2023** | | | | |
| **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  1.2  1.3  1.4  1.5  1.6  2.1  2.2  2.3  2.4  2.5  3.1  3.2  3.3  3.4  3.5  3.6  3.7  4.1  4.2  4.3  4.4  4.5  1.1  1.2  1.3  1.4  1.5 | Applies the rules and conventions that relate to participation in a range of physical activities  Explains the relationship between physical activity, fitness and healthy lifestyle  Demonstrates ways to enhance safety in physical activity  Investigates and interprets the patterns of participation in sport and physical activity in Australia  Critically analyses the factors affecting lifestyle balance and their impact on health status  Describes administrative procedures that support successful performance outcomes  Explains the principles of skill development and training  Analyses the fitness requirements of specific activities  Selects and participates in physical activities that meet individual needs, interests and abilities  Describes how societal influences impact on the nature of sport in Australia  Describes the relationship between anatomy, physiology and performance  Selects appropriate strategies and tactics for success in a range of movement contexts  Designs programs that respond to performance needs  Measures and evaluates physical performance capacity  Composes, performs and appraises movement  Analyses personal health practices  Assesses and responds appropriately to emergency care situations  Analyses the impact of professionalism in sport  Plans strategies to achieve performance goal  Demonstrates leadership skills and a capacity to work cooperatively in movement context  Makes strategic plans to overcome the barriers to personal and community health  Demonstrates competence and confidence in movement contexts  Recognises the skills and abilities required to adopt roles that support health, safety and physical activity  **Values and Attitudes**  Accepts responsibility for personal and community health  Willingly participates in regular physical activity  Values the importance of an active lifestyle  Values the features of a quality performance  Strives to achieve quality in personal performance | | | |

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| **FISC Visual Arts Preliminary Assessment Schedule - 2023** | | | | |
| **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  P2  P3  P4  P5  P6  P7  P8  P9  P10 | Explores the conventions of practice in artmaking  Explores the roles and relationships between the concepts of artist, artwork, world and audience  Identifies the frames as the basis of understanding expressive representation through the making of art  Investigates subject matter and forms as representations in artmaking  Investigates ways of developing coherence and layers of meaning in the making of art  Explores a range of material techniques in ways that support artistic intentions  Explores the conventions of practice in art criticism and art history  Explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art  Identifies the frames as the basis of exploring different orientation to critical and historical investigations of art  Explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed | | | |

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| **FISC Work Studies 1 Unit Preliminary Assessment Schedule - 2023** | | | | |
| **Component** | | **Task 1** | **Task 2** | **Task 3** |
|  | | Research Investigation | Quiz | Interview and Report |
| Date \* | | T1/Wk8 | T2/Wk9 | T3/Wk6 |
| Outcomes | | 1, 3, 4, 5 | 1, 2, 3, 4, 5, 7, 8, 9 | 1, 3, 4, 5 |
| Syllabus components | **Weighting** |  |  |  |
| Knowledge and understanding outcomes and course content | 30 | 10 | 6 | 14 |
| Skills outcomes and course content | 70 | 25 | 14 | 31 |
| **Marks** (Weighting of task) | 100 | 35 | 20 | 45 |

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

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| **FISC Connected Learning WRAP Preliminary Assessment Schedule - 2023** | | | | |
| **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  1.2  1.3  1.4  1.5  2.1  2.2  2.3  2.4  2.5  2.6  2.7 | Identifies and explains the process of learning  Explains the concept of metacognition  Applies an understanding of learning styles  Examines tools to maximise effective learning  Applies self-reflective organisational techniques to personal progress  Explains the nature of varied communication forms  Examines strategies to improve communication  Examines barriers to communication and assess techniques to overcome barriers  Applies knowledge of technological aids to improve communication  Explores contemporary issues in communication  Explores contemporary issues in communication  Self-assesses preferred communication modes in varied contexts | | | |

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

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

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

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

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

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

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

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

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

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

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

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

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

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

HSC Assessment Summary for CPC20220 Certificate II in Construction Pathways and Statement of Attainment towards CPC20120 Certificate II in Construction

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| SCHOOL | Five Islands Secondary College | |
| Requirements for HSC purposes | | Dates |
| Work Placement (compulsory for the HSC) 70 hours in total | | Term 1 week 5 and 6 |
| Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam. | | Term 4 weeks 4 and 5 |

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| **Assessment Plan** | | | **Evidence Collection** | | | **HSC** |
| **Cluster** | **Unit of Competency codes** | **Title of Unit 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 | NESA Status - Mandatory |
| Cluster 1 | CPCCWHS1001 | Prepare to work safely in the construction industry (Imported) | X | X | X | Y |
| Cluster 2 | CPCCWHS2001 | Apply WHS requirements, policies and procedures in the construction industry | X | X | X | Y |
| Cluster 3 | CPCCCM1011 | Undertake basic estimation and costing | X | X | X |  |
| CPCCOM1015 | Carry out measurements and calculations | Y |
| Cluster 4 | CPCCPM1013 | Plan and organise work | X | X | X | Y |
| CPCCOM2001 | Read and interpret plans and specifications | Y |
| Option 1, 2 OR 3 in Cluster 5 to gain the qualification and be eligible for the HSC | | | | | | |
| Cluster 5 – **Option 3**  Joinery | CPCCJN2001 | Assemble components | X | X | X |  |
| CPCCWP2002 | Manufacture and assemble joinery components |
| Cluster 6 | CPCCCM2006 | Apply basic levelling procedures | X | X | X |  |
| Cluster 7 | CPCCCA2002 | Use carpentry tools and equipment | X | X | X |  |
| CPCCCM2005 | Use construction tools and equipment | Y |
| CPCCCA2011 | Handle carpentry materials |  |
| Cluster 8 | CPCCVE1011 | Undertake a basic construction project | X | X | X |  |
| CPCCOM1012 | Work effectively in the construction industry | Y |

All the requirements of the VET qualification as stated in the TAS must be met to achieve the CPC20220 Certificate II in Construction Pathways and a Statement of Attainment towards CPC20120 Certificate II in Construction. The Statement of Attainment towards CPC20220 Certificate II in Construction Pathways and a Statement of Attainment towards CPC20120 Certificate II in Construction will be the possible AQF outcome if at least one UoC has been achieved in each qualification.

HSC Assessment Advice CPC20220 Certificate II in Construction Pathways and

Statement of Attainment towards CPC20120 Certificate II in Construction Public Schools NSW Wagga Wagga RTO 90333V6.0 March 2022

Assessment Summary for SIT20316 Certificate II in Hospitality

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| Requirements for HSC purposes | Dates |
| Work Placement (compulsory for the HSC) 70 hours in total | Term 1 Weeks 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 4 Weeks 5 and 6 |

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| **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, reports | **Portfolio or direct observation** – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks | **Questioning** – written or oral related to knowledge e.g. quizzes, interviews | **NESA Status**  **Mandatory** |
| Cluster 1 –  Working Together | BSBWOR203  BSBCMM201 | Work effectively with othersCommunicate in the Workplace |  | X  X |  | X  X | Y  - |
| Cluster 2 –  Safe and hygienic food preparation | SITXFSA001  SITHCCC001  SITXFSA002 | Part A  Use hygienic practices for food safety  Part B  Use food preparation equipment  Participate in safe food handling practices | X  X  X | X  X |  | X  X  X | Y  -  - |
| Cluster 3 –  Café Skills | SITHFAB005  SITHFAB004 | Part A  Prepare and serve espresso coffee  Part B  Prepare and serve non-alcoholic beverages | X  X | X  X | X  X | X  X | Y  Y |
| Cluster 4 –  Safe and Sustainable work practices | SITXWHS001  BSBSUS201 | Participate in safe work practices  Participate in environmentally sustainable work practices | X  X | X  X |  | X  X | Y  - |
| Cluster 5 – Interacting with diverse customers | SITXCCS003  SITXCOM002 | Interact with customers  Show social and cultural sensitivity | X  X | X  X |  | X  X | Y  - |
| 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 Advice SIT20316 Certificate II in Hospitality Public Schools NSW Wagga Wagga RTO 90333 V2.5 December 2021

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 1 Weeks 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 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 | x | x | x |  |
| MEM16006 | Organise and communicate information |
| MEM11011 | Undertake manual handling |
| Cluster 2 – Right tool, Right job | MEM18001 | Use hand tools | x | x | x |  |
| MEM18002 | Use power tools/hand held operations |
| Cluster 3 – Engineering in Practice | MEM12024 | Perform computations | x | x | x |  |
| MEM16008 | Interact with computer technology |
| MEM07032 | Use workshop machines for basic operations |
| Cluster 4 –  Can we build it | MEMPE006A | Undertake a basic engineering project | x | x | x | x |
| MEMPE001A | Use engineering workshop machines |
| Cluster 5 – Sparks and Noise | MEMPE002A | Use Electric welding machines | x | x |  |  |
| MEMPE004A | Use fabrication equipment |
| Cluster 6 – My pathway | MEMPE005A | Develop a career plan for the engineering and manufacturing industry | x |  | x |  |

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

HSC Assessment Advice Manufacturing and Engineering Introduction Public Schools NSW Wagga Wagga RTO 90333 V1.3 December 2020

Assessment Summary for SIR30216 Certificate III in Retail

|  |  |
| --- | --- |
| Requirements for HSC purposes | Dates |
| Work Placement (compulsory for the HSC) 70 hours in total | Term 1 Weeks 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 4 Weeks 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, logbooks | **Questioning** – written or oral related to knowledge e.g. quizzes, interviews | NESA Status  Mandatory |
| Cluster 1 – Teamwork in a service environment | SIRXIND001  SIRXCOM001 | Work effectively in a customer service environment  Work effectively in a team | Y  Y | Y  Y |  | Y  Y | Y  Y |
| Cluster 2 – Safely maintain the store environment | SIRXWHS002  SIRXIND002 | Contribute to workplace health and safety  Organise and maintain the store environment | Y  Y | Y  Y |  | Y  Y | Y |
| Cluster 3 - Handling retail stock | SIRRINV001  SIRRINV002 | Receive and handle retail stock  Control stock | Y  Y | Y  Y |  | Y  Y |  |
| Cluster 4 - Serving the customer | SIRXCEG001  SIRXCEG002  SIRXCEG003 | Engage the customer  Assist with customer difficulties  Build customer relationships and loyalty | Y  Y  Y | Y  Y  Y |  | Y  Y  Y | Y |
| Cluster 5 - Point of sale procedures and security | SIRXSLS002  SIRXRSK001 | Follow point-of-sale procedures  Identify and respond to security risks | Y  Y | Y  Y |  | Y  Y | Y  Y |
| Cluster 6 - Selling and advising the retail customer | SIRXSLS001  SIRXPDK001 | Sell to the retail customer  Advise on products and services | Y  Y | Y  Y |  | 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 Advice SIR30216 Certificate III in Retail Public Schools NSW Wagga Wagga RTO 90333 V 2.5 December 2020

1. [↑](#footnote-ref-1)