

YOUR  
PATHWAY  
YOUR FUTURE

2020

# YEAR 10 ROSA

RECORD OF SCHOOL ACHIEVEMENT  
ASSESSMENT GUIDE



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## FOREWORD

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

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

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

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

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

Best wishes for a successful year.

**Jenny Flowers**

**Principal**

## INFORMATION

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



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

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

## YEAR 10 STUDENTS – WHAT MUST I DO?

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

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

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

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



## GRADES

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

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

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

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

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

## VET LEVELS OF ACHIEVEMENT

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



## WORK AND ACHIEVEMENT

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

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

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

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



## ATTENDANCE AND PUNCTUALITY

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

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

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

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

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



## WHAT MUST I DO TO HAVE SATISFACTORILY STUDIED A COURSE?

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

- followed the course developed or endorsed by NESA; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school<sup>1</sup>;
- achieved some or all of the course outcomes; and/or
- completed all assessment tasks.

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

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

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

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

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

<sup>1</sup> This clause will apply to any students who **continually hand in class work late, truant or who are absent without justification**, as determined by the NSW Department of Education and Training



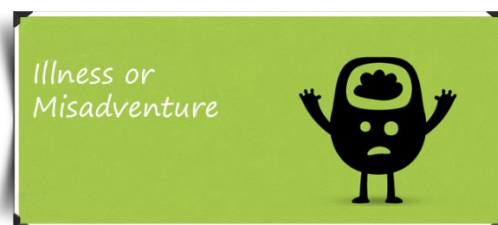
## RECEIVING AN 'N' DETERMINATION

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

## APPEALING AGAINST AN 'N' DETERMINATION

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

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



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

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

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

## APPROVED ABSENCE FROM A TASK

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

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

## RECEIVING ZERO FOR AN ASSESSMENT TASK

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

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

Examples of cheating include (but not limited to):

- Plagiarism (to pretend that someone else's work is your own)
- Copying (using the work of another person and submitting it as your own).

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

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



## EARLY COMMENCEMENT ELECTIVES



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

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

- Hospitality
- Retail Services

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

## FISC English Course Assessment Schedule - 2020

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

## FISC Exploring Early Childhood 2 U/1 Yr Preliminary Assessment Schedule - 2020

Component		Task 1	Task 2	Task 3
		Topic Test	Practical -Play Task -Birthday Party -Reading Play Task	Pregnancy Interviews
Date		Terms 2 & Week 2	Term 1 & Week 2 & 3	
Outcomes		1.1, 1.5, 2.1,	5.1, 2.3,2.4,4.3, 3.1	1.3,2.2, 4.2 6.1
Syllabus components	Weighting			
Knowledge and understanding	50	30	10	10
Skills	50	0	40	10
<b>Marks</b> (Weighting of task)	100	30	50	20
Outcomes	Descriptions			
1.1	Analyses prenatal issues that have an impact on development			
1.2	Examines major physical, social-emotional, behavioural, cognitive and language development of young children			
1.3	Examines the nature of different periods in childhood — infant, toddler, preschool and the early school years			
1.4	Analyses the ways in which family, community and culture influence growth and development of young children			
1.5	Examines the implications for growth and development when a child has special needs			
2.1	Analyses issues relating to the appropriateness of a range of services for different families			
2.2	Critically examines factors that influence the social world of young children			
2.3	Explains the importance of diversity as a positive issue for children and their families			
2.4	Analyses the role of a range of environmental factors that have an impact on the lives of young children			
2.5	Examines strategies that promote safe environments			
3.1	Evaluates strategies that encourage positive behaviour in young children			
4.1	Demonstrates appropriate communication skills with children and/or adults			
4.2	Interacts appropriately with children and adults from a wide range of cultural backgrounds			
4.3	Demonstrates appropriate strategies to resolve group conflict			
5.1	Analyses and compares information from a variety of sources to develop an understanding of child growth and development			
6.1	Demonstrates an understanding of decision making processes			
6.2	Critically examines all issues including beliefs and values that may influence interactions with others			

## FISC HSIE Assessment Schedule Semester 1 History Course - 2020

Component		Task 1	Task 2	Task 3
		Course Work	Booklet Task	Research Assignment
Date		Ongoing	Week 5-6/T2	Week 7/T2
Outcomes Assessed		N/A	N/A	N/A
Syllabus components	Weighting			
Knowledge and understanding	60	15	10	35
Historical Skills	40	10	15	15
<b>Marks</b> (Weighting of task)	100	25	25	50
Outcomes		Descriptions		
HT5-1  HT5-2  HT5-4  HT5-6  HT5-9  HT5-10		A Student: - Explains and assesses the historical forces and factors that shaped the modern world and Australia - Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia - Explains and analyses the causes and effects of events and developments in the modern world and Australia - Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia - Applies a range of relevant historical terms and concepts when communicating an understanding of the past - Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences		

## FISC HSIE Assessment Schedule Semester 2 Geography Course – 2020

Component		Task 1	Task 2	Task 3
		Course Work	Environment Task	Human Wellbeing Task
Date		Ongoing	Week 8/T3	Week 5/T4
Outcomes Assessed		N/A	N/A	N/A
Syllabus components	Weighting			
Knowledge and understanding	60	15	25	20
Geographical Skills	40	10	15	15
<b>Marks</b> (Weighting of task)	100	25	40	35
Outcomes		Descriptions		
GE5-1 GE5-2 GE5-3 GE5-4 GE5-5 GE5-6 GE5-7 GE5-8		A Student: <ul style="list-style-type: none"> <li>- Explains the diverse features and characteristics of a range of places and environments</li> <li>- Explains processes and influences that form and transform places and environment</li> <li>- Analyses the effect of interactions and connections between people, places and environments</li> <li>- Accounts for perspectives of people and organisations on a range of geographical issues</li> <li>- Assess management strategies for places and environments for their sustainability</li> <li>- Analyses differences in human wellbeing and ways to improve human wellbeing</li> <li>- Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry</li> <li>- Communicates geographical information to a range of audiences using a variety of strategies</li> </ul>		

## Yr10 FISC Industrial Technology – Metals Assessment Schedule - 2020

Component		Task 1	Task 2	Task 3
		Research Task	Project and Folio	Yearly Review
Date		Week 8/T1	Week 5/T2	Week 9-10/T3
Outcomes		5.1, 5.2, 5.3, 5.4, 5.5, 5.8	5.1, 5.2, 5.3, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10
Syllabus components	Weighting			
Knowledge and understanding of the focus area Metals	30	10	0	20
Design and Planning	20	5	15	0
Practical Project Work	50	5	25	20
<b>Marks</b> (Weighting of task)	100	20	40	40
Outcomes		Descriptions		
5-1		Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies		
5-2		Applies design principles in the modification, development and production of projects		
5-3		Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects		
5-4		Selects, justifies and uses a range of relevant and associated materials for specific applications		
5-5		Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects		
5-6		Identifies and participates in collaborative work practices in the learning environment		
5-7		Applies and transfers skills, processes and materials to a variety of contexts and projects		
5-8		Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction		
5-9		Describes, analyses and uses a range of current, new and emerging technologies and their various applications		
5-10		Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally		



## FISC Marine Studies Preliminary Assessment Schedule - 2020

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

## FISC Mathematics Course Assessment Schedule - 2020

Component		Task 1	Task 2	Task 3	Task 4
		Class Assessment Task	Data Analysis Assignment	STEM Investigation	Yearly Exam
		Working Mathematically Number and Algebra	Working Mathematically Statistics and Probability	Working Mathematically Number and Algebra	Working Mathematically Measurement and Geometry
Date		Weeks 9-10 T1	Weeks 3-4/T2	Weeks 7-8/T3	Week 2/T4
Outcomes		MA5.2-1WM MA5.1-2WM MA5.1-8NA MA5.2-11NA MA5.2-12NA	MA5.1-1WM MA5.2-12SP MA5.2-15SP	MA5.1-1WM MA5.2-2WM MA5.2-1WM MA5.2-9NA MA5.2-5NA	MA5.2-1WM MA5.1-2WM MA5.1-3WM MA5.2-12MG MA5.2-13MG
Syllabus components	Weighting				
Knowledge and Understanding	50	15	10	10	15
Skill	50	10	10	10	20
Marks (Weighting of task)	100	25	20	20	35
Outcomes		Descriptions			
MA5.1-1WM		Uses appropriate terminology, diagrams and symbols in mathematical contexts			
MA5.1-2WM		Selects and uses appropriate strategies to solve problems			
MA5.1-3WM		Provides reasoning to support conclusions that are appropriate to the context			
MA5.1-12SP		Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media			
MA5.1-13SP		Calculates relative frequencies to estimate probabilities of simple and compound events			
MA5.1-4NA		Solves financial problems involving earning, spending and investing money			
MA5.1-5NA		Operates with algebraic expressions involving positive-integer and zero indices, and E			
MA5.1-6NA		Establishes the meaning of negative indices for numerical bases			
MA5.1-7NA		Determines the midpoint, gradient and length of an interval, and graphs linear relationships			
MA5.1-8MG		graphs simple non-linear relationships			
MA5.1-9MG		Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms			
MA5.1-10MG		Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures			
MA5.1-11MG		Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression			
MA5.2-1WM		Describes and applies the properties of similar figures and scale drawings			
MA5.2-2WM		Selects appropriate notations and conventions to communicate mathematical ideas and solutions			
MA5.2-3WM		Interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems			
MA5.2-15SP		Constructs arguments to prove and justify results			
		Uses quartiles and box plots to compare sets of data, and evaluates sources of data			

MA5.2-16SP	Investigates relationships between two statistical variables, including their relationship over time
MA5.2-17SP	Describes and calculates probabilities in multi-step chance experiments
MA5.2-4NA	Solves financial problems involving compound interest
MA5.2-5NA	Recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2-6NA	Simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA	Applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA	Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.2-9NA	Uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-10NA	Connects algebraic and graphical representations of simple non-linear relationships
MA5.2-11MG	Calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG	Applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.2-13MG	Applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG	Calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.3-1WM	Uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
MA5.3-2WM	Generalises mathematical ideas and techniques to analyse and solve problems efficiently
MA5.3-3WM	Uses deductive reasoning in presenting arguments and formal proofs
MA5.3-18SP	Uses standard deviation to analyse data
MA5.3-19SP	Investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes
MA5.3-4NA	Draws, interprets and analyses graphs of physical phenomena
MA5.3-5NA	Selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.3-6NA	Performs operations with surds and indices
MA5.3-7NA	Solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA5.3-8NA	Uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
MA5.3-9NA	Sketches and interprets a variety of non-linear relationships
MA5.3-10NA	Recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
MA5.3-11NA	Uses the definition of a logarithm to establish and apply the laws of logarithms
MA5.3-12NA	Uses function notation to describe and sketch functions
MA5.3-13MG	Applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
MA5.3-14MG	Applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
MA5.3-15MG	Applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
MA5.3-16MG	Proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
MA5.3-17MG	Applies deductive reasoning to prove circle theorems and to solve related problems

## FISC Science Course Assessment Schedule - 2020

Component		Task 1	Task 2	Task 3	Task 4
		Research Task	Half yearly exam	Depth Study-SRP	Skills Test
Date		Week 7/T1	Weeks 5/T2	Week 8/T3	Weeks 2/T4
Outcomes		SC5-14LW SC5-15LW	SC5-10PW SC5-11PW SC5-16CW SC5-17CW	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS SC5-12ES SC5-13ES	SC5-4WS SC5-5WS SC5-7WS
Syllabus components	Weighting				
Knowledge and understanding	50	20	20	10	0
Skill	50	10	0	20	20
Marks (Weighting of task)	100	30	20	30	20
Outcomes		Descriptions			
SC5-1VA		SC5-1VA - appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them			
SC5-2VA		SC5-2VA - shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures			
SC5-3VA		SC5-3VA - demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations			
SC5-4WS		SC5-4WS - develops questions or hypotheses to be investigated scientifically			
SC5-5WS		SC5-5WS - produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively			
SC5-6WS		SC5-6WS - undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively			
SC5-7WS		SC5-7WS - processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions			
SC5-8WS		SC5-8WS - applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems			
SC5-9WS		SC5-9WS - presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations			
SC5-10PW		SC5-10PW - applies models, theories and laws to explain situations involving energy, force and motion			

SC5-11PW	SC5-11PW - explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
SC5-12ES	SC5-12ES - describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
SC5-13ES	SC5-13ES - explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
SC5-14LW	SC5-14LW - analyses interactions between components and processes within biological systems
SC5-15LW	SC5-15LW - explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-16CW	SC5-16CW - explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-17CW	SC5-17CW - discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

## FISC Visual Arts 10 Assessment Schedule - 2020

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

## Assessment Advice for HSC VET Courses

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

You may be deemed 'Competent' if performance in all required assessment activities is satisfactory or Not Yet Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses. Formal assessment will be scheduled only when you have developed the necessary skills, and underpinning knowledge to demonstrate competency.

Your trainer will keep a record of units of competency achieved. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not yet achieved'. You will also receive a report from the school each semester indicating competencies achieved to date.

**The achievement of units of competency**, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

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

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

**Work placement is a mandatory HSC component in some courses** and must be completed during the course.

**(Refer to the specific course assessment summary for more detailed information).**

### Note

- you will not be permitted to participate in a work placement if you are not deemed
  - 'work ready' by your trainer.
  - an 'N' determination will be issued if work placement is not satisfactorily completed.
- This means that the course will not count towards your HSC pattern of study.  
However, you will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.  
the scheduled date for work placement is shown in the course assessment summary.

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

Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).

Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

**If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC. This will only be used in the case of an illness/misadventure appeal. Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial exam.**

## Assessment Summary for SIT20316 Certificate II in Hospitality

Requirements for HSC purposes		Dates						
Work Placement (compulsory for the HSC) - 70 hours in total.		Term 2 – Week 6 and 7 Term 4 – Week 4 and 5 (Subject to availability)						
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.		Term 3 – Weeks 5 and 6						
Assessment Plan		Evidence gathering techniques						
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test.	Third party report	Self-assessment	HSC examinable
<b>Cluster: Working Together</b>								
BSBWOR203	Work effectively with others			✓	✓			YES
BSBCMM201	Communicate in the Workplace							
<b>Cluster: Safe and hygienic food preparation</b>								
SITXFSA001	Use hygienic practices for food safety							YES
SITHCCC001	Use food preparation equipment	✓	✓		✓			
SITXFSA002	Participate in safe food handling practices							
<b>Cluster: Café skills –assessed as single units</b>								
SITHFAB005	Prepare and serve espresso coffee	✓	✓	✓	✓	✓		YES
SITHFAB004	Prepare and serve non-alcoholic beverages	✓	✓	✓	✓	✓		YES
<b>Cluster : Safe and sustainable work practices</b>								
SITXWHS001	Participate in safe work practices	✓		✓	✓			YES
BSBSUS201	Participate in environmentally sustainable work practices							
<b>Cluster: Interacting with diverse customers</b>								
SITXCCS003	Interact with customers	✓		✓	✓			YES
SITXCOM002	Show social and cultural sensitivity							
<b>Cluster: Safely serving food and beverages</b>								
SITHFAB007	Serve food and beverage	✓	✓	✓	✓	✓		YES
<b>Cluster: Keeping up to date with industry</b>								
SITHIND002	Source and use information on the hospitality industry				✓			YES
<b>Cluster: Use hospitality skills effectively</b>								
SITHIND003	Use hospitality skills effectively (holistic)	✓	✓			✓	✓	

Depending on the achievement of units of competency; the possible AQF qualification outcome is SIT20316 Certificate II in Hospitality or a Statement of Attainment towards SIT20316Certificate II in Hospitality



## Assessment Summary for SIR30216 Certificate III in Retail Services

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 2 - Weeks 5 and 6 Term 4 - 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 3 – Weeks 5 and 6

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

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

### Cluster 2 Safely maintain the store environment

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

### Cluster 3 Point of sale procedures and security

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

### Cluster 4 Serving the customer

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

### Cluster 5 Handling retail stock

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

### Cluster 6 Selling and advising the retail customer

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

### Cluster 7 Merchandise displays

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

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