YOUR PATHWAY

YOUR FUTURE

**year 10 rosa**

Record of school achievement

Assessment Guide



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2023

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# FOREWORD

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

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

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

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

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

Best wishes for a successful year.

Jenny Flowers

Principal

**INFORMATION**

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



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

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

YEAR 10 STUDENTS – WHAT MUST I DO?

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

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

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

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



GRADES

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

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

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

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

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

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

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



WORK AND ACHIEVEMENT

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

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

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

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



ATTENDANCE AND PUNCTUALITY

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

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

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

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

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

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WHAT MUST I DO TO HAVE SATISFACTORILY STUDIED A COURSE?

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

* followed the course developed or endorsed by NESA; and
* applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school[[1]](#footnote-1);
* achieved some or all of the course outcomes; and/or
* completed all assessment tasks.

‘N’ DETERMINATIONS

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

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

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

WARNING OF ‘N’ DETERMINATIONS

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

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

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

RECEIVING AN ‘N’ DETERMINATION

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

APPEALING AGAINST AN ‘N’ DETERMINATION

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

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

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

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

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

APPROVED ABSENCE FROM A TASK

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

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

RECEIVING ZERO FOR AN ASSESSMENT TASK

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

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

Examples of cheating include (but not limited to):

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

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

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



EARLY COMMENCEMENT ELECTIVES

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

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

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

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

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| **FISC English Course Assessment Schedule - 2023** | | | | | | |
| **Component** | | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Task 5** |
|  | | AIDA Task:  Viewing & Representing | Creative Response and Short Answer Response:  Reading, Writing | Speech to Purpose:  Speaking, Listening | Prejudice – Reading, Writing Composition:  Reading, Writing | Reflection and Improvement Portfolio Task:  Reflection and Improvement Portfolio Task |
| Date | | Week 8/T1 | Week 3/T2 | Week 3/T3 | Week 10/T3 | Week 3/T4 |
| Outcomes | | EN5-2A,  EN5-4B,  EN5-6C | EN5-1A,  EN5-3B,  EN5-4B, EN5-8D | EN5-4B,  EN5-8D, EN5-9E | EN5-3B,  EN5-6C,  EN5-7D,  EN5-8D | EN5-1A,  EN5-2A,  EN5-4B,  EN5-7D,  EN5-9E |
| Syllabus components | **Weighting** |  |  |  |  |  |
| Knowledge and understanding | 50 | 5 | 10 | 10 | 10 | 15 |
| Skills | 50 | 5 | 10 | 10 | 10 | 15 |
| **Marks** (Weighting of task) | 100 | 10 | 20 | 20 | 20 | 30 |
| **Outcomes** | **Descriptions** | | | | | |
| EN5-1A  EN5-2A  EN5-3B  EN5-4B  EN5-5C  EN5-6C  EN5-7D  EN5-8D  EN5-9E | Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.  Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies.  Selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning.  Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.  Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts.  Investigates the relationships between and among texts.  Understands and evaluates the diverse ways texts can represent personal and public worlds.  Questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.  Purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness. | | | | | |

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| **FISC 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 others | | | |

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| **FISC HSIE Assessment Schedule History Course - 2023** | | | | |
| **Component** | | **Task 1** | **Task 2** | **Task 3** |
|  | | Course Work | Booklet Task | Research Assignment |
| Date | | Ongoing | Week 2 T2 or Week 9 T3 | Week 7 T2 or Week 3 T4 |
| Outcomes Assessed | | N/A | N/A | N/A |
| Syllabus components | **Weighting** |  |  |  |
| Knowledge and understanding | 60 | 15 | 10 | 35 |
| Historical Skills | 40 | 10 | 15 | 15 |
| **Marks** (Weighting of task) | 100 | 25 | 25 | 50 |
| **Outcomes** | | **Descriptions** | | |
| HT5-1  HT5-2  HT5-4  HT5-6  HT5-9  HT5-10 | | A Student:   * Explains and asses the historical forces and factors that shaped the modern world and Australia * Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia * Explains and analysis the causes and effects of events and developments in the modern world and Australia * Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia * Applies a range of relevant historical terms an concepts when communicating an understanding of the past * Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences | | |

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| **FISC HSIE Assessment Schedule Geography Course – 2023** | | | | |
| **Component** | | **Task 1** | **Task 2** | **Task 3** |
|  | | Course Work | Environment Task | Research Task |
| Date | | Ongoing | Week 8 T1 or Week 8 T3 | Week 5 T4 or Week 5 T4 |
| Outcomes Assessed | | N/A | N/A | N/A |
| Syllabus components | **Weighting** |  |  |  |
| Knowledge and understanding | 60 | 15 | 25 | 20 |
| Geographical Skills | 40 | 10 | 15 | 15 |
| **Marks** (Weighting of task) | 100 | 25 | 40 | 35 |
| **Outcomes** | | **Descriptions** | | |
| GE5-1  GE5-2  GE5-3  GE5-4  GE5-5  GE5-6  GE5-7  GE5-8 | | A Student:   * Explains the diverse features and characteristics of a range of places and environments * Explains processes and influences that form and transform places and environment * Analyses the effect of interactions and connections between people, places and environments * Accounts for perspectives pf people and organisations on a range of geographical issues * Assess management strategies for places and environments for their sustainability * Analyses differences in human wellbeing and ways to improve human wellbeing * Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry * Communicates geographical information to a range of audiences using a variety of strategies | | |

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| **FISC Marine Studies Preliminary Assessment Schedule - 2023** | | | | |
| **Component** | | **Task 1** | **Task 2** | **Task 3** |
|  | | Practical Skills Task | Research Task | Yearly Examination |
| Date | | Week 9/T1 | Week 7/T2 | Week 7/T3 |
| Outcomes | | 2.2, 3.2, 3.3, 5.3, 5.4 | 1.2, 2.3, 3.4, | 1.3, 1.5, 3.1, 4.1, 5.2 |
| Syllabus components | **Weighting** |  |  |  |
| Knowledge and Understanding | 50 | 15 | 20 | 15 |
| Skill | 50 | 15 | 20 | 15 |
| **Marks** (Weighting of task) | 100 | 30 | 40 | 30 |
| **Outcomes** | **Descriptions** | | | |
| 1.1  1.2  1.3  1.4  1.5  2.1  2.2  2.3  3.1  3.2  3.3  3.4  4.1  4.2  5.1  5.2  5.3  5.4 | Relates with a respectful and caring attitude to the ocean and its life forms  Identifies the roles of individuals or groups involved in maritime activities  Recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course  Recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea  Demonstrates an awareness of the value of the ocean  Appreciates the importance of effective management practice  Works effectively within a group  Communicates information by writing reports, giving short talks and contributing to discussions  Evaluates information, situations, equipment manuals and written or manual procedures  Collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing  Generates information from data by calculating, inferring, interpreting and generalising  Carries out planned research activities using appropriate measurements, observations, classification and recording skills  Identifies marine vocations and a range of leisure pursuits  Appreciates marine environments as sources of employment and leisure  Values the rules and operating principles of marine equipment and applies them  Applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment  Interprets and follows instructions with accuracy  Selects, organises, assembles, dismantles, cleans and returns equipment | | | |

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| **FISC Mathematics Course Assessment Schedule - 2023** | | | | | |
| **Component** | | **Task 1** | **Task 2** | **Task 3** | **Task 4** |
|  | | Class Assessment Task  Working Mathematically  Number and Algebra | Data Analysis Assignment  Working Mathematically  Statistics and Probability | STEM Investigation  Working Mathematically  Number and Algebra | Yearly Exam  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  MA5.1-2WM  MA5.1-3WM  MA5.1-12SP  MA5.1-13SP  MA5.1-4NA  MA5.1-5NA  MA5.1-6NA  MA5.1-7NA  MA5.1-8MG  MA5.1-9MG  MA5.1-10MG  MA5.1-11MG  MA5.2-1WM  MA5.2-2WM  MA5.2-3WM  MA5.2-15SP | Uses appropriate terminology, diagrams and symbols in mathematical contexts  Selects and uses appropriate strategies to solve problems  Provides reasoning to support conclusions that are appropriate to the context  Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media  Calculates relative frequencies to estimate probabilities of simple and compound events  Solves financial problems involving earning, spending and investing money  Operates with algebraic expressions involving positive-integer and zero indices, and E Stablishes the meaning of negative indices for numerical bases  Determines the midpoint, gradient and length of an interval, and graphs linear relationships  graphs simple non-linear relationships  Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms  Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures  Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression  Describes and applies the properties of similar figures and scale drawings  Selects appropriate notations and conventions to communicate mathematical ideas and solutions  Interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems  Constructs arguments to prove and justify results  Uses quartiles and box plots to compare sets of data, and evaluates sources of data | | | | |

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

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| **FISC PDHPE Course Assessment Schedule - 2023** | | | | | |
| **Component** | | **Task 1** | **Task 2** | **Task 3** | **Task 4** |
|  | | Semester 1 Topic Test – Risky Business | Road Safety Campaign Assessment | Identity – Self Refection Task | Skills Test- Lifelong Physical Activity |
| Date | | Week9/T1 | Week 7/T2 | Week 8/T3 | Week 8/T4 |
| Outcomes | | PD5-2, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10 | PD5-2, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10 | PD5-1, PD5-2, PD5-3, PD5-9, PD5-10 | PD5-4, PD5-5, PD5-10, PD5-11, PD5-1 |
| Syllabus components | **Weighting** |  |  |  |  |
| Knowledge and understanding | 50 | 15 | 15 | 15 | 5 |
| Skill | 50 | 5 | 15 | 15 | 15 |
| **Marks** (Weighting of task) | 100 | 20 | 30 | 30 | 20 |
| **Outcomes** | | **Descriptions** | | | |
| PD5-1  PD5-2  PD5-3  PD5-6  PD5-9  PD5-10  PD5-4,  PD5-5,  PD5-10,  PD5-11  PD5-7  PD5-8 | | Assesses their own and others’ capacity to reflect on and respond positively to challenges  Researches and appraises the effectiveness of health information and support services available in the community  Analyses factors and strategies that enhance inclusivity, equality and respectful relationships  Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity  Assesses and applies self-management skills to effectively manage complex situations  Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts  Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts  Appraises and justifies choices of actions when solving complex movement challenges  Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts  Refines and applies movement skills and concepts to compose and perform innovative movement sequences  Plans, implements, and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities  Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity. | | | |

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| **FISC Science Course Assessment Schedule - 2023** | | | | | |
| **Component** | | **Task 1** | **Task 2** | **Task 3** | **Task 4** |
|  | | Semester 1 Test | Research Task | Student Research Project | Skills Test |
| Date | | Week3/T2 | Week 7/T2 | Week 8/T3 | Week 2/T4 |
| Outcomes | | SC5-4WS1 a&b  SC5-4WS5.1 a&d  SC5-4WS5.2 b-e  SC5-4WS5.3 a,c,d  SC5-4WS6 a-e  SC5-16CW3, a-g | SC5-15LW3 e ,f  SC5- 7.1WS a-c  SC5-9WSa&d | SC5-WS4-9 | SC5-10PW2 a-d  SC5-11PW4 a,b |
| Syllabus components | **Weighting** |  |  |  |  |
| Knowledge and understanding | 50 | 15 | 20 | 10 | 5 |
| Skill | 50 | 5 | 10 | 20 | 15 |
| **Marks** (Weighting of task) | 100 | 20 | 30 | 30 | 20 |
| **Outcomes** | | **Descriptions** | | | |
| SC5-1VA  SC5-2VA  SC5-3VA  SC5-4WS  SC5-5WS  SC5-6WS  SC5-7WS  SC5-8WS  SC5-9WS  SC5-10PW  SC5-11PW  SC5-5LW  SC5-16CW | | 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 - shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures  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- develops questions or hypotheses to be investigated scientifically  SC5-5WS - produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively  SC5-6WS - undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively  SC5-7WS- processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions  SC5-8WS- applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems  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 - applies models, theories and laws to explain situations involving energy, force and motion  SC5-11PW - explains how scientific understanding about energy conservation, transfers and transformations is applied in systems  SC5-15LW - explains how biological understanding has advanced through scientific discoveries, technological developments, and the needs of society  SC5-16CW - explains how models, theories and laws about matter have been refined as new scientific evidence becomes available | | | |

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| **FISC Visual Arts 10 Assessment Schedule - 2023** | | | | | |
| **Component** | | **Task 1** | **Task 2** | **Task 3** | **Task 4** |
|  | | Elements of Design:  Introduction to 2D basic drawing and painting. Submit your diary with all introductory tasks from term 1e.g colour wheel, tonal scale, 3d drawing exercises, textural drawings and artist studies. | Collage & Texture:  Large collated artwork with a minimum of 3 layers.  With diary including artist studies and documentations/  evaluation your collage/design process. | Canvas Painting:  Large Surrealist painting. A Figure or face in the environment. With diary including artist studies and documentation/  evaluation your painting process. | Ceramics:  Ceramics hand building tasks with diary Including artist studies and documentation / evaluation of your hand building process. |
| Date | | Week 2/T2 | Week 7/T2 | Week 9/T3 | Week 4/T4 |
| Outcomes Assessed | | 5.1, 5.6, 5.8 | 5.2,5.9 | 5.3,5.10 | 5.7,5.4,5.5 |
| Syllabus Component | **Weighting** |  |  |  |  |
| Art Making | 60 | 10 | 10 | 20 | 20 |
| Art Criticism and Art History | 40 | 10 | 10 | 10 | 10 |
| **Marks** (Weighting of task) | 100 | 20 | 20 | 30 | 30 |
| **Outcomes** | **Descriptions** | | | | |
| 5.1  5.2  5.3  5.4  5.5  5. 6  5.7  5.8  5.9  5.10 | Develops range and autonomy is selecting and applying visual arts conventions and procedures to make artworks  Makes artworks informed by their understanding of the function f and relationship between artist-artwork-world-audience  Makes artworks informed by an understanding of how the frames affect meaning  Investigate the world as a source of ideas, concepts and subject matter in the visual arts  Makes informed choices to develop and extend concepts and different meanings in their artworks  Demonstrates developing technical accomplishment and refinement in artworks  Applies their understanding of aspects of practice to critical and historical interpretations of art  Uses their understanding of the function of and relationship between artist-artwork-world audience in critical and historical interpretations of art  Demonstrates how frames provide different interpretations of art  Demonstrates how art criticism and art history construct meanings | | | | |

**HSC Assessment Advice for VET Courses**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

|  |  |  |
| --- | --- | --- |
| 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 |
| Choose Option 1, 2 OR 3 in Cluster 5 to gain the qualification and be eligible for the HSC (delete options below not being delivered and delete this row) | | | | | | |
| 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.

Assessment Summary for SIT20316 Certificate II in Hospitality

|  |  |
| --- | --- |
| 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 others  Communicate 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 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 |

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| **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 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.

Assessment Summary for SIR30216 Certificate III in Retail

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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** | **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 Summary for FSK20113 Certificate II in Skills for Work and Vocational Pathways

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

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

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

1. [↑](#footnote-ref-1)