

YOUR PATHWAY
YOUR FUTURE

2018

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 in the NSW Board of Studies syllabi. 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 the Board of Studies and Department of Education and Training requirements.

The College ensure that each Year 10 student studies a pattern of courses which meets the Board'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 the Board; 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.

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 Director of Public Schools, 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 school¹;
- 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).

¹ 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 Communities.

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. The Board of Studies 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



"I didn't write the report. I printed it directly from the Internet, but I did all of the stapling and collating myself."

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:

- Business Services
- 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 - 2018

Date	Nature of Task	Item	Weighting
Term 1 Week 8	Viewing & Representing	AIDA Task	10
Term 2 Week 3	Reading, Writing	Creative Response and Short Answer Response	20
Term 3 Week 3	Speaking, Listening	Speech to Purpose	20
Term 3 Week 10	Reading, Writing	Prejudice – Reading, Writing Composition	20
Term 4 Week 5	Self-Directed Portfolio	Reflection and Improvement Portfolio Task	30
Total			100

Assessment Task Outlines

Task 1 – 10% Viewing Representing: *Assessment as Learning and Assessment of Learning*

- Stimulus highlights the context of the 1950's/1960's – (leading into following novel unit). ☐
- Students transfer existing knowledge of advertising and visual texts and design a new text based on the stimulus. ☐

Task 2 – 20% Reading and Writing: *Assessment for Learning and of Learning*

- Reading and responding – set of response questions based on learning ☐
- Own composition of a creative piece of stimulus ☐

Task 3 – 20% Speaking and Listening: *Assessment for Learning, as Learning and of Learning*

- Class preparation involves students undertaking critical listening exercises using Martin Luther King's I Have a Dream as a higher order model text to inform their own understanding of persuasive and rhetorical devices – viewing of March on Washington footage and speech. ☐
- Students consider the effectiveness of the speech and compose a personal response analysing several areas of the speech. ☐
- Students compose their own speech to inform or persuade based on a topic they are passionate about or interested in. ☐

Task 4 – 20% Reading and Writing: *Assessment of Learning*

- Reading comprehension and appreciation questions (short answer format) ☐
- Composition of narrative piece to stimulus ☐

Task 5 – 30% Portfolio reflection and refinement – *Publishing Task. Assessment for, as of Learning.*

- Students submit revised and refined editions of work they have previously created and made improvement's to (or they can develop new pieces and work through the drafting editing and refining process. ☐
- iStudents produce three different texts across a list of modes and submit these. ☐
- Students must Word Process at least one of their three texts. ☐
- Students must provide evidence of drafting and submit at least one draft version of their text and the published version. ☐

FISC Exploring Early Childhood Preliminary Assessment Schedule - 2018

Component		Task 1	Task 2	Task 3
		Case Studies and Social Issues	Play Task	Reading and Virtual Parenting
Date		Terms 1 & 2	Terms 1 & 2	Term 1 up and including term3, Week 10
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	20	10	10
Skills	50	0	20	30
Marks (Weighting of task)		20	30	40
Outcomes	Descriptions			
1.1	Analyses prenatal issues that have an impact on development			
1.2	Examines major physical, social-emotional, behavioural, cognitive and language development of young children			
1.3	Examines the nature of different periods in childhood — infant, toddler, preschool and the early school years			
1.4	Analyses the ways in which family, community and culture influence growth and development of young children			
1.5	Examines the implications for growth and development when a child has special needs			
2.1	Analyses issues relating to the appropriateness of a range of services for different families			
2.2	Critically examines factors that influence the social world of young children			
2.3	Explains the importance of diversity as a positive issue for children and their families			
2.4	Analyses the role of a range of environmental factors that have an impact on the lives of young children Examines strategies that promote safe environments			
2.5	Evaluates strategies that encourage positive behaviour in young children			
3.1	Demonstrates appropriate communication skills with children and/or adults			
4.1	Interacts appropriately with children and adults from a wide range of cultural backgrounds			
4.2	Demonstrates appropriate strategies to resolve group conflict			
4.3	Analyses and compares information from a variety of sources to develop an understanding of child growth and development			
5.1	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 Semester 2 Geography Course Assessment Schedule – 2018

Date	Nature of Task	Item	Weighting
Term 3	Geography skills (Formative tasks)	Ongoing Tasks	10
Term 3 Week 6	Environment Change and Management	Research Assignment	35
Term 4 Weeks 3 & 4	Rights and Freedoms Human wellbeing – (Mask task)	Project	35
Throughout the Year	Book and class work (Formative tasks)	Course work	20
Total			100

Assessment Task Outlines

Introduction to Geography
Environmental Change and Management
Issues in Australian Environments
Human Wellbeing

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☐
☐
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FISC Semester 1 History Course Assessment Schedule - 2018

Date	Nature of Task	Item	Weighting
Term 1	World War 1 Course Work (Formative tasks)	Booklet/Consolidation Tasks	15
Term 1 & Term 2	World War 2 Course Work	Booklet/Consolidation Tasks	15
Term 2 Week 5	History Research Assignment	Research Assignment	50
Throughout the Semester	Book and skills work (Formative tasks)	Class work	20
Total			100

Assessment Task Outlines

Introduction to Year 10:

- Investigate History and our Australian Identity

☐

History

- World War 1 and World War 2

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FISC Marine Studies Preliminary Assessment Schedule - 2018

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		1.1-5.4	1.1-5.4	1.1-5.4
	Weighting			
Knowledge and Understanding	50	20	20	20
Skill	50	10	20	10
Marks (Weighting of task)		30	40	30
Outcomes	Descriptions			
1.1	Relates with a respectful and caring attitude to the ocean and its life forms			
1.2				
1.3				
1.4				
1.5				
2.1	Appreciates the importance of effective management practice			
2.2				
2.3				
3.1	Evaluates information, situations, equipment manuals and written or manual procedures			
3.2				
3.3				
3.4				
4.1	Identifies marine vocations and a range of leisure pursuits			
4.2				
5.1	Values the rules and operating principles of marine equipment and applies them			
5.2				
5.3				
5.4				

FISC Mathematics Course Assessment Schedule - 2018

Date	Nature of Task	Weighting
Term 1 Weeks 9/10	Class Assessment Task 1	20
Term 2 Weeks 3/4	Half Yearly Exam	25
Term 3 Weeks 7/8	Class Assessment Task 2	25
Term 4 Week 2	Yearly Exam	30
Total		100

Assessment Task Outlines

The RoSA Grading System

Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of a student's achievement in a course. In Mathematics, grades have been further differentiated to nine levels as follows: A10, A9, B8, B7, C6, C5, D4, D3, E2.

Assessments are intended to measure the student's level of ability at the end of a course in Year 10. This will be based on achievements measured throughout the Year 10 course. The assessment will encompass all syllabus objectives in the knowledge and skills area of the course.

TASKS WILL BE BASED ON THE FOLLOWING TOPICS COVERED:

- Year 9 Review/Rational Numbers
- Financial Mathematics

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- Area, Surface Area and Volume

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- Indices and Algebra
- Linear Relationships
- Right Angles Triangles
- Probability
- Data Analysis

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- Linear Relationships
- Non-Linear Relationships
- Geometry

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FISC Science Course Assessment Schedule - 2018

Date	Nature of Task	Weighting
Term 2 Weeks 2/3	Test <ul style="list-style-type: none"> SC5-16CW SC5-17CW 	20
Term 1 and Term 2	Course Work <ul style="list-style-type: none"> SC5-14LW SC5-15LW 	10
Term 3 Weeks 2/3	Depth Study <ul style="list-style-type: none"> SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS 	30
Term 4 Weeks 2/3	Skills Test <ul style="list-style-type: none"> SC5-4WS SC5-5WS SC5-7WS 	25
Term 3 and Term 4	Course Work <ul style="list-style-type: none"> SC5-10PW SC5-11PW SC5-12ES SC5-13ES 	15
Total		100

Assessment Task Outlines

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 - applies scientific understanding and critical thinking skills to suggest

SC5-8WS	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 Preliminary Assessment Schedule - 2018

Component		Task 1	Task 2	Task 3
		Documenting Practice in VAPD	Investigating Artmaking Practice	Yearly Examination
Date		Term 2, Week 2	Term 3, Week 7	Term 3, Week 9
Outcomes		P1, P3, P9, P10	P1, P2, P4, P5, P6, P7, P10	P8, P9, P10
	Weighting			
Knowledge and Understanding	50	20	25	
Skill	50	10	10	30
Marks (Weighting of task)		30	40	30
Outcomes		Descriptions		
P1		Explores the conventions of practice in artmaking		
P2		Explores the roles and relationships between the concepts of artist, artwork, world and audience		
P3		Identifies the frames as the basis of understanding expressive representation through the making of art		
P4		Investigates subject matter and forms as representations in artmaking		
P5		Investigates ways of developing coherence and layers of meaning in the making of art		
P6		Explores a range of material techniques in ways that support artistic intentions		
P7		Explores the conventions of practice in art criticism and art history		
P8		Explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art		
P9		Identifies the frames as the basis of exploring different orientation to critical and historical investigations of art		
P10		Explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed		

Task 1

Documenting Practice in VAPD

Documentary analysis of selected artist's practice through the frames.

Submission of 5 documented experimental artworks demonstrating informed developments in the student's artmaking practice

Task 2

Investigating Artmaking Practice

Exhibition of a series of completed Year 11 artwork(s) evidencing two or more expressive forms.

VAPD with written account of how forms and subject matter have been used to represent significant ideas exploring historical and contemporary artmaking.

VAPD including the selection of 5 researched artists and artworks that represent varied artmaking practice.

Task 3

Yearly Examination

Art Criticism and Art History Written Examination

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 CPC20211 Certificate II in Construction Pathways

Requirements for HSC purposes				Dates					
Work Placement (compulsory for the HSC) - 70 hours in total.				Term 2 – Weeks 6 and 7 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					
Assessment Plan		Evidence gathering techniques							
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Role play, oral presentation	Third party report	Self-assessment	HSC Examinable
CPCCOHS1001A	Work safely in the construction industry (white card)	✓		✓	✓		✓	✓	Yes
Cluster 1:Getting Started in the Construction Industry									
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	✓		✓	✓		✓	✓	Yes
CPCCCA2011A	Handle carpentry materials	✓	✓	✓	✓		✓	✓	
Cluster 2: Measure up									
CPCCCM1015A	Carry out measurements & calculations	✓	✓		✓			✓	Yes
CPCCCA2002B	Use carpentry tools and equipment	✓	✓	✓	✓		✓		
Cluster 3:Reading plans and levelling									
CPCCCM2001A	Read and interpret plans and specifications	✓		✓	✓				Yes
CPCCCM2006B	Apply basic levelling procedures	✓		✓	✓				
Cluster 4: Prepare to Concrete									
CPCCO2021A*	Handle concreting materials	✓	✓		✓			✓	
CPCCCM2004A	Handle construction materials	✓			✓		✓		
Cluster 5: Group Project									
CPCCCM1013A	Plan and organise work	✓	✓		✓		✓	✓	Yes
CPCCCM2005B	Use construction tools and equipment	✓	✓		✓		✓	✓	Yes
Cluster 6-Working Effectively									
CPCCCM1012A	Work effectively and sustainably in the construction Industry				✓		✓	✓	Yes
CPCCCM1014A	Conduct workplace communication				✓	✓	✓		Yes
Cluster 7: Option 1-Joinery									
CPCCJN2001A	Assemble components	✓	✓		✓			✓	
CPCCJN2002B	Prepare for off-site manufacturing process	✓	✓		✓			✓	
Cluster 7: Option-2 - Brick and block laying-									
CPCCBL 2001 A	Handle and prepare brick laying material	✓	✓		✓			✓	
CPCCBL 2002 A	Use bricklaying and block laying tools and equipment	✓	✓		✓			✓	

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

Assessment Summary for 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
Cluster: Working Together								
BSBWOR203	Work effectively with others			✓	✓			YES
BSBCMM201	Communicate in the Workplace							
Cluster: Safe and hygienic food preparation								
SITXFSA001	Use hygienic practices for food safety							YES
SITHCCC001	Use food preparation equipment	✓	✓		✓			
SITXFSA002	Participate in safe food handling practices							
Cluster: Café skills –assessed as single units								
SITHFAB005	Prepare and serve espresso coffee	✓	✓	✓	✓	✓		YES
SITHFAB004	Prepare and serve non-alcoholic beverages	✓	✓	✓	✓	✓		YES
Cluster : Safe and sustainable work practices								
SITXWHS001	Participate in safe work practices							YES
BSBSUS201	Participate in environmentally sustainable work practices	✓		✓	✓			
Cluster: Interacting with diverse customers								
SITXCCS003	Interact with customers							YES
SITXCOM002	Show social and cultural sensitivity	✓		✓	✓			
Cluster: Safely serving food and beverages								
SITHFAB007	Serve food and beverage	✓	✓	✓	✓	✓		YES
Cluster: Keeping up to date with industry								
SITHIND002	Source and use information on the hospitality industry				✓			YES
Cluster: Use hospitality skills effectively								
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 MEM10105 Certificate I in Engineering

Requirements for HSC purposes		Dates						
Work Placement (compulsory for the HSC) - 70 hours in total.		Term 2 – Weeks 6 and 7 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						
Assessment Plan		Evidence Gathering Techniques						
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test.	Worksheets	Self-assessment	HSC examinable
Prerequisite - Manufacturing, engineering and related services industries induction. (HSC unit only)					✓	✓		YES
Cluster 1-Working Safely in the Metals Industry								
MEM13014A	Apply principles of occupational health and safety in the work environment	✓			✓	✓		YES
MEM 11011B	Undertake manual handling	✓	✓		✓	✓		
Cluster 2-Using Hand Tools								
MEM14004A	Plan to undertake a routine task	✓	✓		✓	✓		YES
MEM18001C	Use hand tools	✓	✓		✓	✓		YES
Cluster 3-Using Power Tools								
MEM18002B	Use power tools/hand held operations	✓	✓		✓	✓		YES
MEM12023A	Perform engineering measurements	✓	✓		✓	✓		YES
Cluster 4-Calculating and Cutting								
MEM05005B	Carry out mechanical cutting	✓	✓		✓	✓		
MEM12024A	Perform computations	✓	✓		✓	✓		YES
Cluster 5-Worshop Machines								
MEM15002A	Apply quality systems	✓	✓		✓	✓		YES
MEM15024A	Apply quality procedures	✓	✓		✓	✓		YES
MEM16007A	Work with others in a manufacturing, engineering or related environment	✓	✓		✓	✓		YES
Cluster 6-Skills in Action								
MEM05012C	Perform routine manual metal arc welding	✓	✓		✓	✓		
MEM07032A	Use workshop machines for basic operations	✓	✓		✓	✓		
Cluster 7-Technical Drawing (HSC unit only)								
MEM09002B	Interpret technical drawing				✓	✓		YES
Cluster 8a, 8b, 8c, Options - Select one competency only from Option 8a, 8b or 8c to qualify for Certificate 1.								
MEM05004C	Perform routine oxy acetylene welding (2 units)	✓	✓		✓	✓		
MEM05007C	Perform manual heating and thermal cutting (2 units)	✓	✓		✓	✓		

Depending on the achievement of units of competency; the possible AQF qualification outcome is MEM10105 Certificate I in Engineering or a Statement of Attainment towards MEM10105 Certificate I in Engineering

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 6 and 7 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

Assessment Plan		Evidence gathering techniques								
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Role play, oral presentation	Third party report	Self-assessment	Other	HSC Examination
Cluster 1 SIRXIND001 SIRXCOM002	Teamwork in a service environment Work effectively in a service environment Work effectively in a team	✓		✓	✓	✓	✓		✓ Simulated work place environment	YES
Cluster 2 SIRXWHS002 SIRXIND002	Safely maintain the store environment Contribute to workplace health and safety Organise and maintain the store environment	✓		✓	✓	✓			✓ Simulated retail scenarios	YES
Cluster 3 SIRXSLS002 SIRXRSK001	Point of sale procedures and security Follow point-of-sale procedures Identify and respond to security risks	✓		✓	✓	✓			✓ Simulated work place environment	YES
Cluster 4 SIRXCEG001 SIRXCEG002 SIRXCEG003	Serving the customer Engage the customer Assist with customer difficulties Build customer relationships and loyalty	✓			✓	✓	✓	✓	✓ Work Place Journal	YES
Cluster 5 SIRRINV001 SIRRINV002	Handling retail stock Receive and handle retail stock Control stock	✓			✓				✓ Create a display in class or in a simulated work place environment	YES
Cluster 6 SIRXSLS001 SIRXPDK001	Selling and advising the retail customer Sell to the retail customer Advise on products and services				✓	✓			✓ Simulated retail scenarios	YES
Cluster 7 SIRRMER001	Merchandise displays Produce visual merchandise displays		✓ Product portfolio	✓	✓	✓		✓	✓ simulated or real work place environment	YES

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