

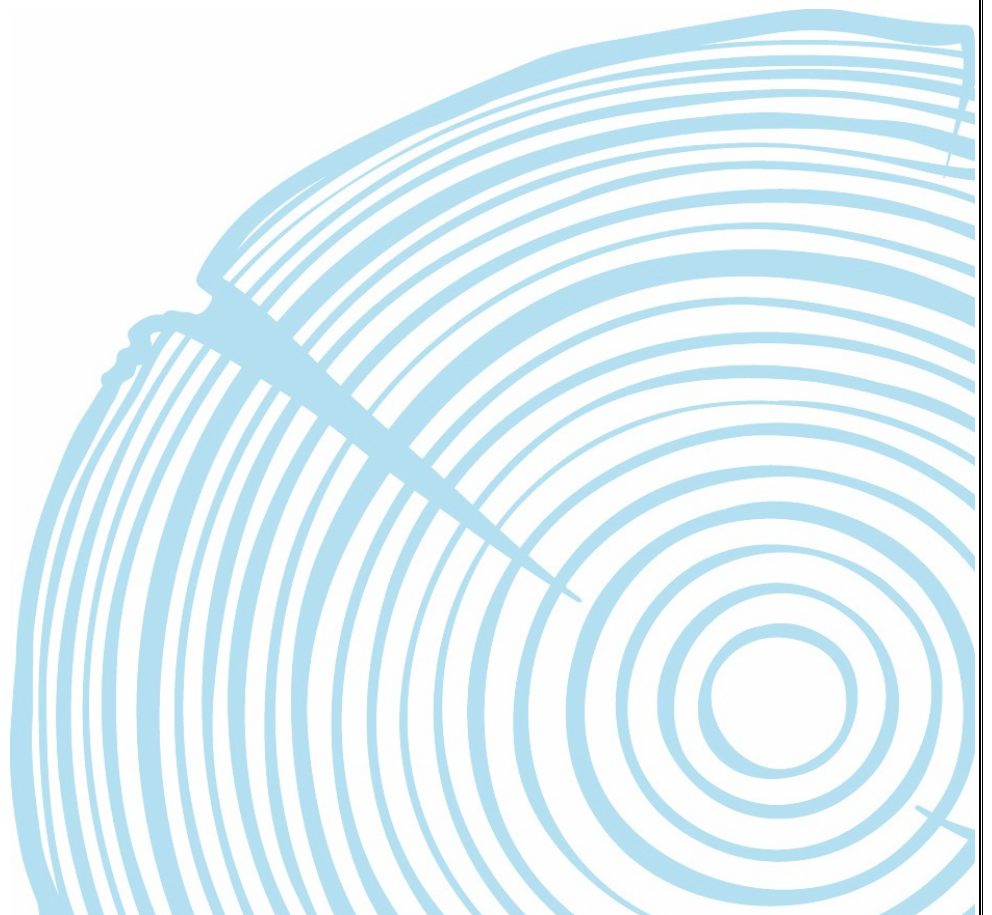


**CALLAGHAN
COLLEGE**

Wallsend Campus

YEAR 10 2022 ASSESSMENT AND RECORD OF SCHOOL ACHIEVEMENT (RoSA) GUIDE

INFORMATION
FOR STUDENTS
AND FAMILIES



ROSA Assessment Information

This booklet is issued to all students of Callaghan College Wallsend Campus, Term 1 2022. It has been prepared to provide students and their parents / carers with information on Record of School Achievement (RoSA) assessment of Year 10 courses. Every school is required by the NSW Education Standards Authority (NESA) to devise an Assessment Schedule for each course operating within the school, based on the current NESA syllabus documents and other advice from the NESA.

For each course studied, students are provided with an Assessment Schedule, showing tasks to be completed and their weightings. Students sign when they receive each course Assessment Schedule and when they receive this booklet.

Detailed information is available on the NESA website www.boardofstudies.nsw.edu.au

Students Online

Students Online <http://arc.boardofstudies.nsw.edu.au/go/hsc/> is the NESA site where student access their individual enrolment details and results as well as information about study from Year 10 to the HSC. All NSW high school students in Years 10, 11 and 12 are eligible for an account.

Students activate their account <https://studentsonline.bos.nsw.edu.au/go/access/>.

Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) is the new NESA credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC). The RoSA will record all courses that a student has completed (with a grade*) as well as courses that a student may be enrolled in but has not yet completed (without a grade) at the date of leaving school.

The RoSA grades for a course will be determined based on student performance in assessment tasks, as detailed in the Assessment Schedule, using the RoSA Common Grade Scale outlined below. The RoSA grade will be issued by NESA to students when they indicate they are leaving school.

RoSA Common Grade Scale:

The Common Grade Scale shown below is used to report student achievement in Year 10 in all NSW schools.

- A: The student demonstrates extensive knowledge of content and understanding of course concepts and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
- B: The student demonstrates thorough knowledge of content and understanding of course concepts and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
- C: The student demonstrates sound knowledge of content and understanding of course concepts and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D: The student demonstrates a basic knowledge of content and understanding of course concepts and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E: The student demonstrates an elementary knowledge of content and understanding of course concepts and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

Optional Literacy and Numeracy Tests:

<http://www.boardofstudies.nsw.edu.au/rosa/literacy-and-numeracy-tests.html>

If there is a possibility that you may leave school before completing your Higher School Certificate you may choose to sit for tests in Literacy and Numeracy. The tests are focused on the literacy and numeracy skills required by school leavers for employment and further education.

These online tests are held all year. You will need to nominate to do the tests.

The concepts of literacy and numeracy being tested have been drawn from the Australian Core Skills Framework (ACSF) which describes five levels of performance in key skill areas that are essential for people to participate in our society: Learning, Reading, Writing, Oral Communication and Numeracy. The framework provides a consistent national approach to the identification of the core skills requirements and a common reference point for describing and discussing individual performance, strengths and areas for further support and learning.

Attendance in relation to the satisfactory completion of a course

Students should not plan absences during term time unless there are exceptional circumstances (e.g. medical operation). In general, students travelling or holidaying outside of DoE vacation dates cannot be exempted from attendance at school. An application for extended leave should be submitted to the Principal. A certificate of extended leave is issued if the Principal determines the travel is in the student's best interest. The taking of holidays will not be considered to be exceptional circumstances. Any requests for special consideration should be discussed with the Principal well before the date in question.

Granting of Leave

Granting of leave is a matter for the school Principal to determine. The Principal has discretion in granting leave provided that he or she is satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. Where the leave requested is for an extended period, the student must demonstrate to the Principal that outcomes in each course will be achieved.

Year 10 ROSA Assessment

All assessment is made within the school; there is no external NESA assessment.

The assessment marks for a course are intended to indicate achievements at the end the Year 10 course. The assessment marks will be based on achievements measured at points throughout the course, by assessment tasks listed in the Assessment Schedule.

Teachers will assess your actual performance not potential performance. Assessment marks will not be modified to take into account possible effects of illness or domestic situations. Schools may offer substitute tasks or, in exceptional circumstances, estimated marks based on other tasks. Attendance and application are not to be taken into account in either the final assessment mark or in any individual assessment task.

A minimum of two weeks formal notification is given for each assessment task.

In every faculty a register is maintained to indicate the date that each student receives formal notification of tasks. If a student is absent, it is their responsibility to acquaint themselves with the details of any task notifications. **Students should note that an agreed scheduling date may have to be changed due to unforeseen circumstances.**

Where two or more classes undertake a common in-class assessment task, classes will complete it simultaneously where logistically possible. If not, every endeavour will be made to ensure that no student is advantaged / disadvantaged.

Students are provided with formal feedback for each assessment. This may involve exemplar scripts, marking grids, verbal discussion and written advice.

Completion of Year 10 ROSA Assessment Tasks

The NESA requires that all courses have an Assessment Schedule and that students attempt all assessment tasks in the Assessment schedule.

Assessment tasks are scheduled to be completed and submitted for marking by specified dates. ***Tasks must be submitted before 11:59pm unless otherwise instructed.*** Attendance, on the day the assessment task is either to be performed or submitted, is essential. Students who are unable to attend school to submit the assessment task **may** be eligible to apply for consideration on the basis of illness or misadventure (see later in this booklet). Task may be required to be submitted via CANVAS.

Variation to ROSA Assessment Policy

The Principal reserves the right to alter the Callaghan College Wallsend Campus Assessment Policy should **exceptional** circumstances present themselves. In such cases advice from the NESA will guide variations.

Policy with Regard to Non completion of Assessment Tasks

Students studying a RoSA course must make a genuine attempt at assessment tasks, which ***contribute in excess of 50% of the available marks.*** If a student's attempt at a particular task scores zero, it is a matter for the teacher's professional judgement whether the attempt is a genuine one. If a student does not attempt tasks worth in excess of 50%, the Principal may indicate that the course has not been satisfactorily completed.

Students who do not comply with the assessment requirements in any course will be unable to satisfactorily complete RoSA requirements.

If a student is unable to complete any assessment task by the due date, he or she may hand it in unfinished and receive marks according to the quality of the work done.

A student will automatically be awarded zero if they:

- do not hand in any evidence of work by the due date or
- is absent from an assessment task

The student may complete an Illness/Misadventure Appeal form to the faculty Head Teacher within 5 days following the specified due date for the task or by the first day of return to school after an absence which encompasses the due date. Students are strongly urged to supply evidence to support consideration of their claim in such circumstances.

If an appeal is **not lodged** under these conditions then the awarded mark will stand.

Copies of the Appeal Form School Administration office.

Copies of appeal forms can be found with Deputy Principals, administration office or Head Teachers.

NOTES:

- There is no ground for appeal against the value of the mark awarded.
- Medical certificates and/or other supplementary evidence must be provided to cover absences.
- The NESA guidelines of illness and misadventure shall form the basis for determination of appeals.
- In the event of a student missing a significant number of tasks, other assessment avenues may be explored.

Malpractice

If a student is found to have engaged in malpractice in an assessment task, a mark of zero will be awarded.

Non completion of Course 'N' Determination

NESA has delegated to Principals the authority to determine if students seeking the award of the ROSA at their school have satisfactorily completed each course in which they are enrolled in accordance with the requirements issued.

Principals therefore will determine if there is sufficient evidence that each student has applied himself or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

While the NESA does not stipulate attendance requirements, Principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by Principals who must give students early warning of the consequences of such absences.

'N' Determination Warnings

If at any time it appears that a student is at risk of being given a 'N' (Non completion of course requirements) Determination in any course, the Principal must warn the student as soon as possible and advise the parent/carers (if the student is under 18 years of age) in writing. This warning should be given in time for the problem to be corrected and should provide advice about the possible consequences of a 'N' Determination in a course.

The Principal must:

- advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected;
- advise the parent/carer in writing (if the student is under 18 years of age);
- request from the student/parent/carer a written acknowledgement of the warning;
- issue at least one follow-up warning letter if the problem has not been corrected;
- retain copies of the warning notice(s) and other relevant documentation.

Students who have not complied with the requirement for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course.

The Principal will submit a 'N' Determination if a student fails to complete tasks which contribute in excess of 50% of the final assessment marks in that course.

The Principal must advise the student of the 'N' Determination, its consequences and the student's right to a school review and subsequent appeal to the Board.

Review of 'N' Determination

The procedures for a school review of an 'N' Determination are as follows:

- A student seeking a review of a 'N' Determination must apply to the Principal.
- The school upholds the appeal, the school advises the NESA by the date stipulated in the ROSA Events Timetable.
- If the appeal is declined, the student may appeal to NESA.

The Board's review will focus on whether the school reviewed properly and correctly considering the matters before it. The NESA will advise students and Principals of the outcome of any appeal as soon as possible.

Additional Information for Students

Disability Provisions (for students with special needs)

<http://www.boardofstudies.nsw.edu.au/disability-provisions/>

Disability Provisions are available for a range of medical and learning conditions. These are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an examination. For example, students with Diabetes may need to monitor blood glucose levels and eat during an examination, students with an anxiety disorder may need to be seated in smaller group, or students with conditions that prevent them from reading the examination questions and/or communicating responses may require a reader or writer. For Year 10 assessments, these will be assessed and approved by the school.

School Sanctioned Activities

It is the student's responsibility to prepare their own calendar of assessment tasks for their pattern of study. Students must be familiar with all assessment task requirements and deadlines. Students must make prior arrangements with their teacher or Head Teacher if attendance in class or assessment task requirements will be disrupted by work placement or other school-sanctioned activities. This must be done as soon as it becomes evident.

Extensions

If there are difficulties of which students are aware before the due date students may apply for an extension of time for submission of the task. The application for extension must be submitted to the faculty Head Teacher at least 5 school days before the assessment due date.

Applications for extensions should be avoided because it often means that there is less time available for the preparation of the next task. Planning ahead will usually mean that an application for extension is not necessary.

Illness or Misadventure

If students are ill on the day an assessment task is due, or are unable to attend school through circumstances beyond the student's control, the student should attempt to have it delivered to the school or submitted online. If circumstances arise unexpectedly and the task is unable to be submitted the student, we advise that a parent or caregiver notify the school. The student may be eligible to apply for consideration of the assessment task being submitted late.

Within 5 school days (or on return to school) an Illness or Misadventure Appeal Form must be completed. The form is available from the administration office. Documentary evidence should be attached to the Appeal form (e.g. Medical Certificate). Failure to complete the document will result in a mark of zero for the task.

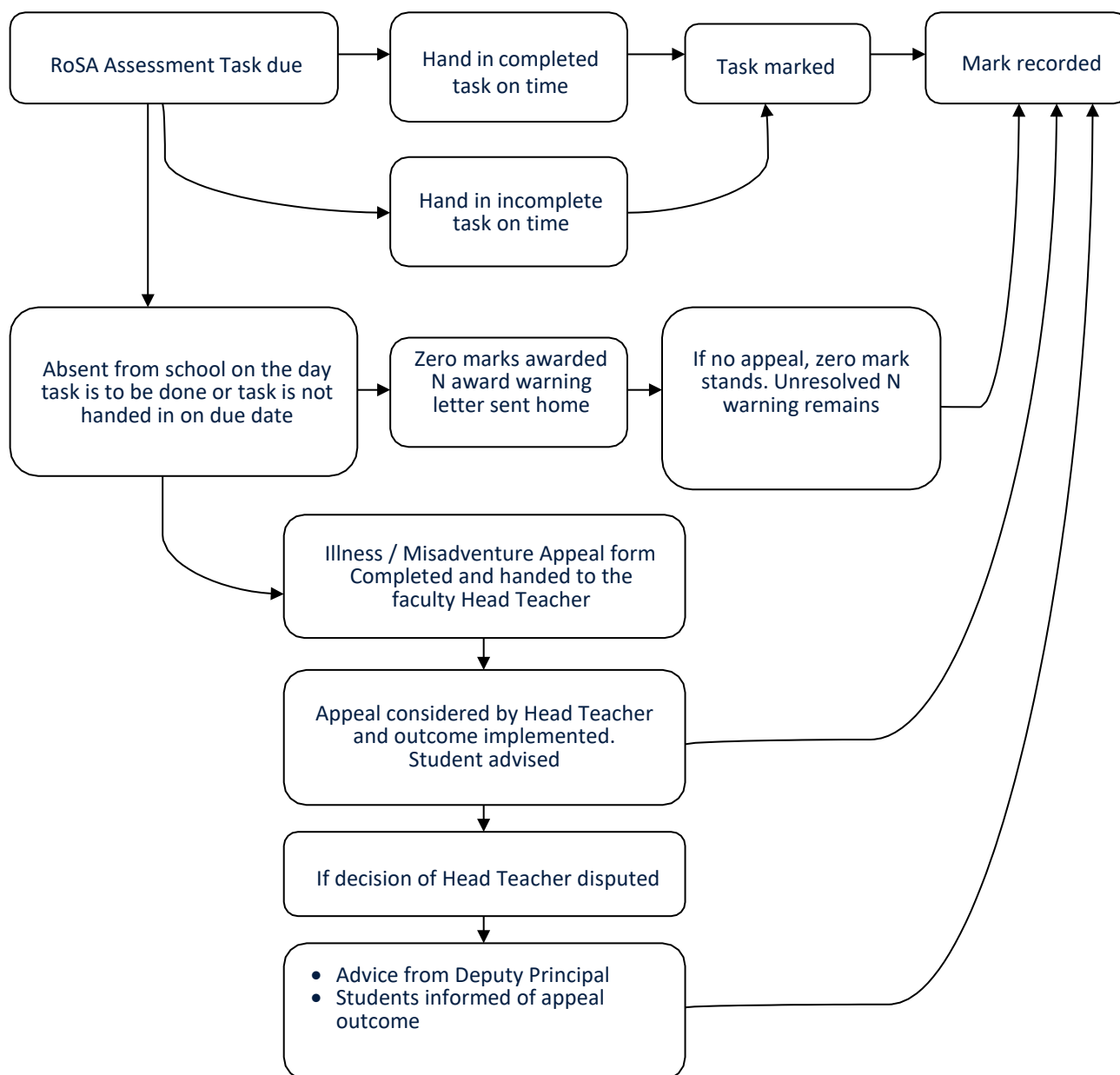
Technological Malfunction

Computer failure will not be accepted as a reason for failing to submit an assessment task. It is expected that all computer generated work should be saved in more than one location or format.

Assessment tasks must be submitted on paper (handwritten or printed) except where otherwise notified. A teacher may request you to submit your task by email or on CANVAS. Where the malfunction of computers or printers prevents the production of a final copy, evidence of completion of the task must be shown to the teacher on the due date. It is recommended that students do not leave the printing of an assessment task until the day before the task is due. Students are also reminded that the technology resources of the school can be utilised if necessary.

ROSA Assessment Flow Chart

If a student knows beforehand that they are going to be absent on the day that an assessment task is due, or is to be conducted, the student must notify their class teacher beforehand. Leave approval may need to be sought.



NOTE: There are no grounds for an appeal in regards to the mark awarded to a completed assessment task. If a candidate becomes ill during the course of an examination an Illness/ Misadventure Appeal must be lodged as per policy.

School Assessments under Examination Conditions

In-school assessments are often carried out under examination conditions. CCWC uses examination procedures modelled on those used for NESA external examinations. The majority of students are well behaved and will always meet expectations. Students need to be aware of the examination procedures and code of conduct. They ensure the smooth running of examinations and an environment in which all students are able to respond to the best of their ability without disruption from others.

Students must make a serious attempt at the examination. Where it is considered that a student has made a non-serious attempt, a zero may be awarded and an 'N' Determination issued.

Malpractice in Assessment Tasks

http://www.boardofstudies.nsw.edu.au/hsc_assessment_policies/honesty.html

Cheating or malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating.

Examples of behaviour considered to be cheating include:

- copying, buying, stealing or borrowing some else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the Internet without acknowledging the source
- submitting work that contains a large contribution from another person, such as a parent, coach or subject expert, that is not acknowledged
- paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals

These examples are generally referred to as plagiarism.

Students who submit work for assessment purposes that contain evidence of plagiarism may be awarded a zero mark for the task. A student may appeal against the value of the mark awarded if plagiarism is believed to exist. It will be the student's responsibility to prove to the faculty Head Teacher that the submitted work in question is their own.

Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own.

Common Forms of Plagiarism

- Downloading an assignment from an online source and submitting it as your own work.
- Buying, stealing or borrowing an assignment and submitting it as your own work.
- Copying a section of a book or an article and submitting it as your own work.
- Quoting from a source 'word for word', without using quotation marks is plagiarism.
- Copying, cutting and pasting text from an electronic source and submitting it as your own work.
- Using the words of someone else and presenting them as your own.
- Using significant ideas from someone else and presenting them as your own.
- Putting someone else's ideas into your own words and not acknowledging the source of the ideas is plagiarism.
- Copying the written expressions of someone else without proper acknowledgement.
- Lifting sentences or paragraphs from someone else, even with proper acknowledgement, gives the impression that the idea or information comes from the source cited, but that the phrasing, the choice of words to express it, is your own contribution.
- Relying too much on other people's material.

Avoid repeated use of long quotations. Too many direct quotations (even with quotation marks and with proper acknowledgement) result in your sources speaking for you, meaning your own contribution is minimal. Use your own words more and rely less on quotations.

Plagiarism and the Internet

The Internet can be a great source of information and an effective research tool. However, just because electronic information is easily available does not mean it is 'free'. Remember that the information you find online should be referenced, just like any other source. Online sources should be used with care, fully acknowledged and evaluated in the same way you would any print-based source of information.

There are an increasing number of websites that feature school assignments that students can access and download. Downloading an assignment from one of these sites and submitting it as your own is plagiarism and carries heavy penalties. If you are tempted to do this, please remember that teachers are experts in the words and ideas of their discipline and are thoroughly familiar with the latest research - this is why they are teaching! They are also aware of these 'cheat' sites and have developed strategies to identify internet plagiarists.

Illness/Misadventure Appeal Form

An illness/misadventure form must be submitted in the following instances:

- A student **knows in advance** of an assessment task that they will be absent
- A student is unexpectedly and genuinely absent **in the lead up to or on the due date** of an assessment task
- A student has **reasonable grounds to appeal** the decision of an assessment result

In the case of a genuine absence, the completed and signed form must be submitted within 5 school days (or on return to school).

Illness/Misadventure Details – student or parent to complete then submit to classroom teacher

Student name: _____ Class: _____ Teacher: _____

Subject: _____ Due date of task: _____ Date form is submitted: _____

What is the task? _____

1. Why are you submitting this form? Indicate one of the following:

- ☐ I was genuinely absent on the day of my assessment task (evidence from parent required)
- ☐ I know in advance that I will be absent on the due date for my assessment task (evidence from parent required)
- ☐ I will be/was involved in a school based commitment which meant I will be/was genuinely absent on the day of my assessment task (evidence from supervising teacher required)
- ☐ I have had an extended absence in the lead up to my assessment task (evidence from parent required)
- ☐ I have genuine grounds to appeal my assessment task result (*Your form will go to a panel for a decision*)

Please outline details relating to absence and attach any additional evidence: (ie illness, family holiday, approved leave)

2. What am I requesting? Indicate one of the following: (request will be circled if approved)

I am requesting an alternate date to complete task	HT Decision	Approved / Not Approved Notes:
I am requesting NO PENALTY due to late submission	HT Decision	Approved / Not Approved Notes:
I am requesting an extension or alternate task	HT Decision	Approved / Not Approved Notes:
I am requesting my task is reviewed/remarked	HT Decision	Approved / Not Approved Notes:

Parent signature: _____ Date: _____ Contact number: _____

SCHOOL USE ONLY: Teacher name: _____ Signature: _____ Date: _____

Illness/Misadventure Decision – to be detached and returned to student

Student name: _____ Class: _____ Teacher: _____

Task: _____ HT signature: _____ Date: _____

Decision: **Approved / Not Approved**

Classroom Teacher Recommendation – CT to complete before submitting to Head Teacher

Please ensure recommendations uphold the faculty and school assessment policy to ensure fairness to all students. Sufficient evidence in the form of a parent explanation and signature is required.

- ☐ No penalty and alternate date to complete - please specify new date _____
- ☐ Reduced penalty – please specify _____
- ☐ Extension granted – please specify new date _____
- ☐ Alternate /differentiated task – please specify _____
- ☐ Additional support (ie EEE referral, special provisions) – please specify _____
- ☐ Estimate for task (can only be provided in Year 10 based on a comparable class task being administered by CT)
- ☐ Resubmission or remarking of task – please specify _____
- ☐ APPEAL NOT TO BE UPHELD - please specify _____

Please indicate if the student has *already* completed/submitted the task: YES ☐ NO ☐

CT name: _____ CT signature: _____ Date: _____

Please ensure all sections of the form are completed before submitting to the HT.

Head Teacher Notes

- ☐ Accept the recommendation of the class teacher (satisfied with evidence provided)
- ☐ Reject the recommendation of the class teacher
- ☐ Other outcome

Notes:

Head Teacher signature: _____ Date: _____

YEAR 10 ASSESSMENT SCHEDULE 2022

FACULTY: CAPA

SUBJECT: DANCE

**** Please note:** Task 4 Submission Date is subject to change due to Production dates ******

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		A Modern Spin - Modern Dance Pioneers	Discovering Motifs	Analysis of Dance	Event Management
TYPE OF TASK		PERFORMANCE & RESEARCH TASK	CREATIVE TASK	ANALYSIS TASK	DANCE PRODUCTION
SUBMISSION DATE		T1 - W9	T2 – W8	T2 – W8	T3 – W9
COMPONENTS	WEIGHTING	OUTCOMES 5.1.1, 5.1.3, 5.3.1	OUTCOMES 5.1.2, 5.2.2	OUTCOMES 5.3.1, 5.3.3	OUTCOMES 5.1.2, 5.1.3, 5.2.1 5.2.2, 5.3.3
COMPOSITION	35%		20%		15%
PERFORMANCE	30%	10%			20%
APPRECIATION	35%	10%		20%	5%
TOTAL	100%	20%	20%	20%	40%

YEAR 10 ASSESSMENT SCHEDULE 2022

FACULTY: CAPA

SUBJECT: Drama

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Comedy and Clowning	Australian Drama	Understanding Performance Styles	Group Devised Playbuilding
TYPE OF TASK		PERFORMANCE AND REFLECTION	DIRECTORS FOLIO AND RESEARCH TASK	PERFORMANCE AND REFLECTION	PERFORMANCE AND REFLECTION
SUBMISSION DATE		T1 W9	T2 W8	T3 W9	T4 W4
COMPONENTS	WEIGHTING	OUTCOMES 5.1.4, 5.2.1, 5.3.2	OUTCOMES 5.1.4, 5.2.2, 5.3.3	OUTCOMES 5.1.1, 5.2.3, 5.3.1	OUTCOMES 5.1.2, 5.2.1, 5.3.3
MAKING	40%	10%	5%	10%	15%
PERFORMING	30%	10%	10%	5%	5%
APPRECIATING	30%	5%	10%	10%	5%
TOTAL	100%	25%	25%	25%	25%

YEAR 10 ASSESSMENT SCHEDULE 2022

FACULTY: CAPA

SUBJECT: MUSIC

TASK NUMBER		TASK 1 Part A	TASK 1 Part B	TASK 2 Part A	TASK 2 Part B
TASK NAME		Music for Small Ensembles Performance	Rock Music Viva/Research	Music and Technology Composition	Theatre Music Aural - Listening
TYPE OF TASK		Performance	Musicology	Composition	Musicology
SUBMISSION DATE		T1 W9	T2 W4	T3 W6	T4 W3
COMPONENTS	WEIGHTING	OUTCOMES 1,2,3,11,12	OUTCOMES 7,8,9,11,12	OUTCOMES 4,5,6,11,12	OUTCOMES 7,8,9,10,11,12
KNOWLEDGE AND UNDERSTANDING	100%	25%	25%	25%	25%
TOTAL	100%	25%	25%	25%	25%

YEAR 10 ASSESSMENT SCHEDULE 2022

FACULTY: CAPA

SUBJECT: PHOTOGRAPHY AND DIGITAL MEDIA

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		The Photographer	Festivals and Short Film	The Photo Essay	Zines
TYPE OF TASK		BODY OF WORK – 2D & EXTENDED RESPONSE	BODY OF WORK – 4D & EXTENDED RESPONSE	BODY OF WORK - 2D & EXTENDED RESPONSE	BODY OF WORK – 2D & EXTENDED RESPONSE
SUBMISSION DATE		T1 W9	T2 W8	T3 W9	T4 W4
COMPONENTS	WEIGHTING	OUTCOMES 5.2, 5.5, 5.9	OUTCOMES 5.1, 5.4, 5.10	OUTCOMES 5.3, 5.6, 5.8	OUTCOMES 5.1, 5.6, 5.9
ART MAKING	60%	15%	15%	15%	15%
CRITICAL AND HISTORICAL STUDIES	40%	10%	10%	10%	10%
TOTAL	100%	25%	25%	25%	25%

YEAR 10 ASSESSMENT SCHEDULE 2022

FACULTY: CAPA

SUBJECT: VISUAL ART

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Illustrated Forms and 3d works	Environmental Art	Ism's Body of Work
TYPE OF TASK		BODY OF WORK & WRITTEN RESPONSE	BODY OF WORK & WRITTEN RESPONSE	BODY OF WORK & WRITTEN RESPONSE
SUBMISSION DATE		T2 W6	T3 W4	T4 W4
COMPONENTS	WEIGHTING	OUTCOMES 5.1, 5.4, 5.5, 5.6, 5.7, 5.9, 5.10	OUTCOMES 5.2, 5.3, 5.4, .5.5, .5.6 5.7, 5.8	OUTCOMES 5.1, 5.2, 5.6, 5.7, 5.8, 5.10
ART MAKING	60%	20%	20%	20%
CRITICAL AND HISTORICAL STUDIES	40%	20%	10%	10%
TOTAL	100%	40%	30%	30%

YEAR 10 ASSESSMENT SCHEDULE 2022

FACULTY: English

SUBJECT: ENGLISH

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Forced to the Fringes	Power Play	Rogues and Rebels	The Write Stuff
TYPE OF TASK		POCKET FILM	DISCURSIVE RESPONSE	CRITICAL RESPONSE	YEARLY EXAMINATION
SUBMISSION DATE		T1 W8	T2 W7	T3 W8	T4 W3
COMPONENTS	WEIGHTING	OUTCOMES EN5-2A, 4B, 8D	OUTCOMES EN5-3B, 9E	OUTCOMES EN5-1A, 6C, 7D	OUTCOMES EN5-3B, 5C
READING	30%		15%		15%
WRITING	40%			25%	15%
MULTIMODAL	30%	15%	15%		
TOTAL	100%	15%	30%	25%	30%

YEAR 10 ASSESSMENT SCHEDULE 2022

FACULTY: HSIE

SUBJECT: HSIE

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Environmental Change and Management Case Study	Geography Exam	Changing Rights and Freedoms	History Exam
TYPE OF TASK		Field Work Booklet and Questions	Exam	Historical Source inquiry and response	Exam
SUBMISSION DATE		T1 - W7	T2 – W6	T3 – W6	T4 – W3
COMPONENTS	WEIGHTING	OUTCOMES GE5-2, GE5-3 GE5-5	OUTCOMES GE5-1, GE5-6	OUTCOMES HT5-1, HT5-6 HT5-10	OUTCOMES HT5-4, HT5-9
COMMUNICATION	25%	5%	10%		10%
INQUIRY AND RESEARCH	25%	15%		10%	
SOURCE/SKILLS BASED	25%	5%	5%	10%	5%
KNOWLEDGE AND UNDERSTANDING	25%		10%	5%	10%
TOTAL	100%	25%	25%	25%	25%

YEAR 10 ASSESSMENT SCHEDULE 2022

FACULTY: HSIE

SUBJECT: ELECTIVE HISTORY

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		History and Heritage	Modern Societies	Thematic Study	End-of-year examination
TYPE OF TASK		Research	Presentation	Report	Exam
SUBMISSION DATE		T1 W7	T2 W6	T3 W6	T4 W2
COMPONENTS	WEIGHTING	OUTCOMES HTE5-1, HTE5-8	OUTCOMES HTE5-4, HTE5-10	OUTCOMES HTE5-4, HTE5-9	OUTCOMES HTE5-1, HTE5-6
COMMUNICATION	25%	5%	5%	5%	10%
INQUIRY AND RESEARCH	25%	10%	5%	5%	5%
SOURCE BASED	25%	5%	10%	5%	5%
KNOWLEDGE AND UNDERSTANDING	25%	5%	5%	10%	5%
TOTAL	100%	25%	25%	25%	25%

YEAR 10 ASSESSMENT SCHEDULE 2022

FACULTY: HSIE

SUBJECT: LAW, BUSINESS AND MONEY

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Canvas Quiz	Economic Case Study	Create a Business	Product Innovation
TYPE OF TASK		TEST	RESEARCH	REPORT	PRESENTATION
SUBMISSION DATE		T1 W7	T2 W6	T3 W6	T4 W2
COMPONENTS	WEIGHTING	OUTCOMES 5.1, 5.3, 5.8	OUTCOMES 5.5, 5.7	OUTCOMES 5.2, 5.4	OUTCOMES 5.6, 5.9
COMMUNICATION	25%	10%	5%	5%	5%
INQUIRY AND RESEARCH	25%		5%	10%	10%
SOURCE BASED	25%	5%	10%	5%	5%
KNOWLEDGE AND UNDERSTANDING	25%	10%	5%	5%	5%
TOTAL	100%	25%	25%	25%	25%

YEAR 10 ASSESSMENT SCHEDULE 2022

FACULTY: ICT

SUBJECT: IST

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		My FM Radio	Programming	Negotiated Project
TYPE OF TASK		PROJECT PLUS CANVAS	PROJECT PLUS CANVAS	PROJECT PLUS CANVAS
SUBMISSION DATE		T1 W10	T2 W9	T4 W1
COMPONENTS	WEIGHTING	OUTCOMES 5.3.2, 5.1.1, 5.2.2	OUTCOMES 5.2.1, 5.2.2, 5.2.3	OUTCOMES 5.2.1, 5.2.2, 5.2.3, 5.5.2
DIGITAL MEDIA (Option 4)	33.3%	33.3%		
PROGRAMMING (Option 8)	33.3%		33.3%	
AUTHORING & MULTIMEDIA (Option 2)	33.3%			33.3%
TOTAL	100%	33.3%	33.3%	33.3%

YEAR 10 ASSESSMENT SCHEDULE 2022

FACULTY: LANGUAGES

SUBJECT: JAPANESE

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Holidays	My Town	Best Food Ever	My Trip to Japan
TYPE OF TASK		Speaking Composition Task	Listening and Responding Task	Reading and Responding Task	Final Summative Assessment
SUBMISSION DATE		T1 W5	T2 W4	T3 W4	T3 W9
COMPONENTS	WEIGHTING	OUTCOMES LJA5-1C, LJA5-5U	OUTCOMES LJA5-2C, LJA5-8U	OUTCOMES LJA5-3C, LJA5-7U, LJA5-9U	OUTCOMES LJA5-4C, LJA5-6U
INTERACTING	15%		15%		
ACCESSING & RESPONDING	20%		5%	15%	
COMPOSING	35%	15%	5%		15%
SYSTEM OF LANGUAGE	25%	10%		5%	10%
ROLE OF LANGUAGE & CULTURE	5%			5%	
TOTAL	100%	25%	25%	25%	25%

YEAR 10 ASSESSMENT SCHEDULE 2022

FACULTY: MATHEMATICS

SUBJECT: 5.1 MATHEMATICS

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Semester 1 Class Work	Half Yearly Mathematics	Semester 2 Class Work	Yearly Mathematics
TYPE OF TASK		Classwork Ongoing check-in tasks	Exam	Classwork Ongoing check-in tasks	Exam
SUBMISSION DATE		Various times during semester 1	T2 – W7	Various times during Semester 2	T4 – W3
COMPONENTS	WEIGHTING	1. Financial Mathematics MA5.1-4NA 2. Measurement and Geometry MA5.1-9MG 3. Measurement and Geometry MA5.1-8MG 4. Algebra MA5.1-5NA		1. Probability MA5.1-13SP 2. Data and Statistics MA5.1-12SP 3. Trigonometry MA5.1-10MG 4. Linear and non-linear relationships MA5.1-6NA	
Understanding, fluency and communication	50%	12.5%	12.5%	12.5%	12.5%
Problem-solving, reasoning and justification	50%	12.5%	12.5%	12.5%	12.5%
TOTAL	100%	25%	25%	25%	25%

YEAR 10 ASSESSMENT SCHEDULE 2022

FACULTY: MATHEMATICS

SUBJECT: 5.2 MATHEMATICS

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Semester 1 Class Work	Half Yearly Mathematics	Semester 2 Class Work	Yearly Mathematics
TYPE OF TASK		Classwork Ongoing check-in tasks	Exam	Classwork Ongoing check-in tasks	Exam
SUBMISSION DATE		Various times during Semester 1	T 2 – WK 4	Various times during Semester 2.	T 4 – WK 3
COMPONENTS	WEIGHTING	1. Financial Mathematics (MA5.2-4NA) 2. Measurement (MA5.2-11MG, MA5.2-12) 3. Algebraic Expressions and Indices (MA5.2-6NA, MA5.2-7NA)		1. Single variable and bivariate statistics (MA5.2-17SP, MA5.2-15SP, MA5.216SP) 2. Linear relationships (MA5.2-5NA, MA5.2-9NA) 3. Right-angled Triangles (MA5.2-13MG) 4. Equations, formulas and inequalities (MA5.2-8NA) 5. Quadratic expressions & equations and non-linear relationships (MA5.2-6NA, MA5.2-8NA MA5.2-10NA)	
UNDERSTANDING, FLUENCY AND COMMUNICATION	50%	12.5%	12.5%	12.5%	12.5%
PROBLEM-SOLVING, REASONING AND JUSTIFICATION	50%	12.5%	12.5%	12.5%	12.5%
TOTAL	100%	25%	25%	25%	25%

YEAR 10 ASSESSMENT SCHEDULE 2022

FACULTY: MATHEMATICS

SUBJECT: 5.3 MATHEMATICS

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Semester 1 Class Work	Half Yearly Mathematics	Semester 2 Class Work	Yearly Mathematics
TYPE OF TASK		Classwork Ongoing check-in tasks	Exam	Classwork Ongoing check-in tasks	Exam
SUBMISSION DATE		Various times during semester 1	T 2 – WK 4	Various times during Semester 2	T 4 – WK 3
COMPONENTS	WEIGHTING	1. Measurement (MA5.3-13MG, MA5.3-14MG) 2. Indices and Surds (MA5.3-6NA) 3. Probability and Single Variable and Bivariate Statistics (MA5.2-17SP, MA5.3-18SP, MA5.3-19SP)		1. Expressions, Equations and Linear Relationships (MA5.3-5NA, MA5.3-7NA, MA5.3-8NA) 2. Trigonometry (MA5.3-15MG) 3. Quadratics, Expressions and Quadratic Equations (MA5.3-5NA, MA5.3-7NA)	
UNDERSTANDING, FLUENCY AND COMMUNICATION	50%	12.5%	12.5%	12.5%	12.5%
PROBLEM-SOLVING, REASONING AND JUSTIFICATION	50%	12.5%	12.5%	12.5%	12.5%
TOTAL	100%	25%	25%	25%	25%

YEAR 10 ASSESSMENT SCHEDULE 2022

FACULTY: PDHPE

SUBJECT: PDHPE

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Overcoming Adversity	Student Negotiated Advocacy Project	Road Safety & Media	Practical Sports
TYPE OF TASK		Extended Response	Research Project	EXAMINATION	PRACTICAL APPLICATION
SUBMISSION DATE		T2 W3	T3 W3	T4 W2	Annual
COMPONENTS	WEIGHTING	OUTCOMES	OUTCOMES	OUTCOMES	OUTCOMES
HEALTH, WELLBEING AND RELATIONSHIPS	30%		15%	10%	5%
MOVEMENT SKILL AND PERFORMANCE	50%	5%	5%		40%
HEALTHY, SAFE AND ACTIVE LIFESTYLES	20%	10%	5%		5%
TOTAL	100%	15%	25%	10%	50%

YEAR 10 ASSESSMENT SCHEDULE 2022

FACULTY: PDHPE

SUBJECT: PASS

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Event Management	Coaching	Training Methods & Fitness	Practical Sports
TYPE OF TASK		ASSIGNMENT + EVENT ORGANISING	PEER COACHING TASK	EXAMINATION + FITNESS WORKOUT	PRACTICAL APPLICATION
SUBMISSION DATE		T2 W2	T2 W6 -10	T4 W2	Annual
COMPONENTS	WEIGHTING	OUTCOMES 5.7, 5.8	OUTCOMES 5.7, 5.8	OUTCOMES 5.10	OUTCOMES 5.5, 5.9
FOUNDATIONS OF PHYSICAL ACTIVITY	30%		15%	10%	5%
PHYSICAL ACTIVITY AND SPORT IN SOCIETY	50%	5%	5%		40%
ENHANCING PARTICIPATION AND PERFORMANCE	20%	10%	5%		5%
TOTAL	100%	15%	25%	10%	50%

YEAR 10 ASSESSMENT SCHEDULE 2022

FACULTY: SCIENCE

SUBJECT: SCIENCE

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Physics of Motion Skills Task	Chemical Reactions & DNA & Biotechnology Task	VALID State-wide assessment	Student Research Project
TYPE OF TASK		CANVAS QUIZ and VALID-STYLE RESPONSE	CANVAS QUIZ and VALID-STYLE RESPONSE	ONLINE TEST	EXPERIMENTAL REPORT
SUBMISSION DATE		T1 W6	T2 W5	T3 W7-8	T4 W1
COMPONENTS	WEIGHTING	OUTCOMES SC5-7WS, SC5-10PW	OUTCOMES SC5-8WS, SC5-9WS SC5-15LW, SC5-16CW SC5-17CW	OUTCOMES SC5-5WS, SC5-6WS, SC5-8WS, SC5-9WS, SC5-10PW, SC5-11PW SC5-12ES, SC5-13ES, SC5-14LW, SC5-15LW, SC5-16LW, SC5-17LW	OUTCOMES SC5-4WS, SC5-5WS SC5-6WS, SC5-7WS SC5-8WS, SC5-9WS
KNOWLEDGE AND UNDERSTANDING	25%	10%	5%	10%	
SKILLS – QUESTIONING AND PREDICTING	5%				5%
SKILLS – PLANNING INVESTIGATIONS	10%			5%	5%
SKILLS – CONDUCTING INVESTIGATIONS	10%			5%	5%
SKILLS – PROCESSING AND ANALYSING DATA & INFORMATION	15%	10%			5%
SKILLS – PROBLEM SOLVING	15%		5%	10%	
SKILLS – COMMUNICATING	20%		10%	5%	5%
TOTAL	100%	20%	20%	35%	25%

YEAR 10 ASSESSMENT SCHEDULE 2022

FACULTY: Science

SUBJECT: iSTEM

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Eco-Housing and Virtual Reality	Python Programming	3D CAD/ CAM 1	Mini project
TYPE OF TASK		DESIGN, HOUSE BUILD AND ANNOTATED VIDEO	ONLINE ASSESSMENT	REPORT	REPORT
SUBMISSION DATE		T2 W2	T3 W2	T3 W8	T4 W2
COMPONENTS	WEIGHTING	OUTCOMES 10.1, 10.2, 10.3, 10.4, 10.5	OUTCOMES 12.1, 12.2, 12.4, 12.5	OUTCOMES 7.1, 7.2, 7.3, 7.4	OUTCOMES 9.1, 9.2, 9.3, 9.4, 9.5
RESEARCH AND EXPLORATION	25%	7.5%	2.5%	7.5%	7.5%
DESIGN AND BUILD	25%	7.5%	2.5%	7.5%	7.5%
KNOWLEDGE PRINCIPLES	25%	7.5%	2.5%	7.5%	7.5%
PROJECT MANAGEMENT	25%	7.5%	2.5%	7.5%	7.5%
TOTAL	100%	30%	10%	30%	30%

YEAR 10 ASSESSMENT SCHEDULE 2022

FACULTY: TAS

SUBJECT: CHILD STUDIES

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Birthday Party Assessment Task	Half Yearly Examination	Genius Hour Assessment Task	Yearly Examination
TYPE OF TASK		RESEARCH	ONLINE EXAMINATION	RESEARCH	ONLINE EXAMINATION
SUBMISSION DATE		T2 W2	T2 WK 6	T3 W6	T4 W2
COMPONENTS	WEIGHTING	OUTCOMES CS5-2, CS5- 5, CS5- 6	OUTCOMES CS5-2, CS5- 3	OUTCOMES CS5- 5, CS5- 11, CS5- 12	OUTCOMES CS5-7, CS5- 8
COMMUNICATION	20%	10%		10%	
INQUIRY AND RESEARCH	20%	10%		10%	
SOURCE BASED	20%	10%		10%	
KNOWLEDGE AND UNDERSTANDING	40%		20%		20%
TOTAL	100%	30%	20%	30%	20%

YEAR 10 ASSESSMENT SCHEDULE 2022

FACULTY: TAS

SUBJECT: FOOD TECHNOLOGY

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 5
TASK NAME		Snack Founder – Research Task	Practical - Ongoing	Yumtown - Research Task	Practical - Ongoing
TYPE OF TASK		DESIGN, RESEARCH & COMMUNICATION	PRACTICAL	DESIGN, RESEARCH & COMMUNICATION	PRACTICAL
SUBMISSION DATE		T2 - W2	T2 – W6	T3 – W6	T4 - W2
COMPONENTS	WEIGHTING	OUTCOMES: FT5-1, FT5-2, FT5-10, FT5-11, FT5-13	OUTCOMES: FT5-1	OUTCOMES: FT5-1, FT5-2, FT5-4, FT-5, FT5-10.	OUTCOMES: FT5-1
COMMUNICATION	15%	5%		10%	
INQUIRY AND RESEARCH	15%	10%		5%	
PRACTICAL SOURCE BASED	50%		25%		25%
KNOWLEDGE AND UNDERSTANDING	20%	10%		10%	
TOTAL	100%	25%	25%	25%	25%

YEAR 10 ASSESSMENT SCHEDULE 2022

FACULTY: TAS

SUBJECT: INDUSTRIAL TECHNOLOGY JEWELLERY

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Minor Assignment	Minor Practical Project	Major Assignment	Major Practical Project
TYPE OF TASK		REASEARCH	PRACTICAL	RESEARCH	PRACTICAL
SUBMISSION DATE		T1 W7	T2 W6	T3 W6	T4 W2
COMPONENTS	WEIGHTING	OUTCOMES IND5-2, IND5-5, IND5-7, IND5-8	OUTCOMES IND5-1, IND5-3, IND5-4, IND5-6	OUTCOMES IND5-5, IND5-9, IND5-10	OUTCOMES IND5-1, IND5-2, IND5-3, IND5-4, IND5-8
KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	40%	15%		25%	
KNOWLEDGE AND SKILLS IN THE DESIGN, MANAGEMENT, COMMUNICATION AND PRODUCTION OF PROJECTS	60%		25%		35%
TOTAL	100%	15%	25%	25%	35%

YEAR 10 ASSESSMENT SCHEDULE 2022

FACULTY: TAS

SUBJECT: INDUSTRIAL TECHNOLOGY METAL

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Minor Assignment	Minor Practical Project	Major Assignment	Major Practical Project
TYPE OF TASK		REASEARCH	PRACTICAL	RESEARCH	PRACTICAL
SUBMISSION DATE		T2 W2	T2 W2	T4 W2	T4 W2
COMPONENTS	WEIGHTING	OUTCOMES IND5-2, IND5-5, IND5-7, IND5-8	OUTCOMES IND5-1, IND5-3, IND5-4, IND5-6	OUTCOMES IND5-5, IND5-9, IND5-10	OUTCOMES IND5-1, IND5-2, IND5-3, IND5-4, IND5-8
KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	40%	15%		25%	
KNOWLEDGE AND SKILLS IN THE DESIGN, MANAGEMENT, COMMUNICATION AND PRODUCTION OF PROJECTS	60%		25%		35%
TOTAL	100%	15%	25%	25%	35%

YEAR 10 ASSESSMENT SCHEDULE 2022

FACULTY: TAS

SUBJECT: INDUSTRIAL TECHNOLOGY TIMBER

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Minor Assignment	Minor Practical Project	Major Assignment	Major Practical Project
TYPE OF TASK		REASEARCH	PRACTICAL	RESEARCH	PRACTICAL
SUBMISSION DATE		T2 W2	T2 W5	T4 W2	T4 W2
COMPONENTS	WEIGHTING	OUTCOMES IND5-3, IND5-5, IND5-9, IND5-10	OUTCOMES IND5-1, IND5-2, IND5-3, IND5-4	OUTCOMES IND5-3, IND5-4, IND5-5, IND5-7	OUTCOMES IND5-1, IND 5-2, IND5-3, IND5-6
KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	40%	15%		25%	
KNOWLEDGE AND SKILLS IN THE DESIGN, MANAGEMENT, COMMUNICATION AND PRODUCTION OF PROJECTS	60%		25%		35%
TOTAL	100%	15%	25%	25%	35%

YEAR 10 ASSESSMENT SCHEDULE 2022

FACULTY: TAS

SUBJECT: TEXTILES TECHNOLOGY

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Hot Summer Days Unit	Workbook Activities	Playing Around Unit	Glam it Up Unit
TYPE OF TASK		PORTFOLIO/ STORYBOARD & PRACTICAL	DESIGN & RESEARCH	PRACTICAL/RESEARCH	PORTFOLIO & PRACTICAL
SUBMISSION DATE		T1 - W7 (Folio) T2 – W2 (Practical)	T2 - W6	T3 - W2	T4 - W2 (Folio) T4 - W2 (Practical-progressive)
COMPONENTS	WEIGHTING	OUTCOMES TEX 5-10, TEX 5-5 TEX 5-12	OUTCOMES TEX 5-12	OUTCOMES TEX 5-11, TEX 5-10, TEX 5-6, TEX 5-4	OUTCOMES TEX 5-2, TEX 5-3 TEX 5-5
COMMUNICATION	20%	10%			10%
INQUIRY AND RESEARCH	20%	10%			10%
PRACTICAL BASED LEARNING	50%	20%		20%	10%
KNOWLEDGE AND UNDERSTANDING	10%		10%		
TOTAL	100%	40%	10%	20%	30%

COURSE: CPC20220 Certificate II in construction Pathways & SoA towards CPC20120 Certificate II in Construction

Assessment Events for: CPC20220 Certificate II in construction Pathways SoA towards CPC20120 Certificate II in Construction			Cluster 1	Cluster 2	Cluster 3	Cluster 4	Preliminary ½ Year Exam**	Work Placement 1*	Preliminary Yearly Exam**
			Week TBC	Week 10	Week 10	Week 10	Week 5	Week 9	Week 8
Cluster	Code	Unit of Competency	Term 2 <u>Date</u>	Term1 <u>Date</u>	Term 2 <u>Date</u>	Term 3 <u>Date:</u>	Term 2 <u>Date</u>	Term 3 <u>Date</u>	Term 3 <u>Date</u>
				08/04/22	01/07/22	31/09/22	27/05/22	12 -16/09/22	27/05/22
Cluster 1	CPCCWHS1001	Prepare to work safely in the construction industry							
Cluster 2	CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry							
Cluster 3	CPCCCM1001 CPCCOM1015	Undertake basic estimation and costing Carry out measurements and calculations							
Cluster 4	CPCCOM2001 CPCCPM1013	Read and interpret plans and specifications Plan and organise work							

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate in Construction

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

*** Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

COURSE: SIT20416 Certificate II in Kitchen operations

Preliminary

2022 - 2023

Assessment Events for SIT20416 Certificate II in Kitchen operations			Cluster 1	Cluster 2	Cluster 3	Preliminary ½ Year Exam**	Work Placement 1*	Preliminary Yearly Exam**
			Week 10 Term 1 Date 8/4/22	Week 10 Term 3 Date 23/9/22	Week 7 Term 2 Date 10/6/22	Week 2 Term 3 Date 25/07/22	Week 9 Term 3 Date 12/9/22	Week 3 Term 4 Date 24/10/22
Cluster	Code	Unit of Competency						
Cluster 1 Cook safe, work safe, eat safe	SITXWHS001 SITXFSA001	Participate in safe work practices Use hygienic practices for food safety						
Cluster 2 Pop up sandwich bar	SITHCCC003 SITXINV002 SITXFSA002	Prepare and present sandwiches Maintain the quality of perishable items Participate in safe food handling practices						
Cluster 3 Keeping up to date	SITHIND002 BSBWOR203	Source and use information on the hospitality industry Work effectively with others						
Cluster 7 (A) Working in industry (Work Placement 1)	SITHCCC011 BSBSUS201	Use Cookery skills effectively Participate in environmentally sustainable work practices						

Depending on the achievement of units of competency, the possible qualification outcome is a **SIT20416 Certificate II in Kitchen operations** or a Statement of Attainment towards a **SIT20416 Certificate II in Kitchen operations**

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

*** Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

COURSE: SIT20416 Certificate II in Kitchen operations

HSC

2022 - 2023

Assessment Events for SIT20416 Certificate II in Kitchen operations			Cluster 4	Cluster 5	Cluster 6	½ yearly Exam**	Work Placement 2*	Trial Exam**
			Week 4 Term 3 Date: 12/8/22	Week 7 Term 4 Date: 25/11/22	Week 3 Term 2 Date: 2023	Week Term Date:	Week 7 Term 1 Date: 2023	Week Term Date:
Cluster	Code	Unit of Competency						
Cluster 4 All day dining	SITHCCC002 SITHCCC005 SITHKOP001 SITHCCC001	Prepare and present simple dishes Prepare dishes using basic methods of cookery Clean kitchen premises and equipment Use food preparation equipment						
Cluster 5 Lite Bites	SITHCCC006 SITHCCC005 SITHKOP001 SITHCCC001	Prepare appetisers and salads Prepare dishes using basic methods of cookery Clean kitchen premises and equipment Use food preparation equipment						
Cluster 6 What's on the menu?	SITHCCC005 SITHKOP001 SITHCCC001	Prepare dishes using basic methods of cookery Use food preparation equipment Clean kitchen premises and equipment						
Cluster 7 (B) Working in industry (Work Placement 2)	SITHCCC011 BSBSUS201	Use Cookery skills effectively Participate in environmentally sustainable work practices						

Depending on the achievement of units of competency, the possible qualification outcome is a **SIT20416 Certificate II in Kitchen operations** or a Statement of Attainment towards a **SIT20416 Certificate II in Kitchen operations**

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

*** Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.