## **Penola Catholic College**



# Year 10 Assessment Handbook

2022

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#### **Forward**

Year 10 represents a significant milestone in a student's educational journey as they approach senior school study in Stage 6.

At Penola Catholic College we seek to provide our Year 10 students with opportunities to take greater responsibility for their own learning and prepare for greater independent learning with a self - motivated attitude.

Throughout the year students will be asked to complete formal assessment tasks in each subject. These tasks are designed to allow students to demonstrate what they know.

The students from Year 10 – Year 11 will be accumulating grades for each of their subjects through each year of study which are used to form a Record of School Achievement (RoSA). This can be accessed when a student finishes their education at the end of the year or at whatever point during senior schooling. The RoSA is provided by the New South Wales Education Standards Authority (NESA).

The school will determine the grade for each student in each subject completed at the end of Year 10. The students will be assessed on tasks listed in the assessment schedules and the teachers of each subject will assign a grade to each student based on the standard attained. The standards are set out as Course Performance Descriptors (Grades A – E) which best describe the level of student achievement.

The assessment procedures place an expectation on students to perform at a consistent level throughout the year, so that the assessment results slowly build up to give an indication of what each student knows and can do by the end of each course by November.

Students and parents need to be aware that the College, must abide strictly by NESA requirements and regulations. Parents and students should familiarise themselves thoroughly with the procedures and guidelines outlined in this handbook.

It is important for parents and students to understand that these assessment tasks represent one aspect of the learning opportunities provided to students here at Penola Catholic College. Students are encouraged to take part in all school activities, religious, cultural and sporting, and to see these as part of the process of growing to the fullness of life in Jesus.

On behalf of the college community, we wish every student well and we trust that through diligence and sustained effort each student achieves the results they are capable of attaining. More importantly, we hope that in facing up to the challenges of Year 10 that each student continues to develop a deep appreciation that learning is a lifelong process.

## Rules and Requirements for the NESA Record of School Achievement (RoSA)

To qualify for the RoSA, students must have:

- satisfactorily completed courses of study by applying themselves with diligence and sustained effort to the set tasks and learning experiences in the course and achieved some or all of the course outcomes
- completed required assessment tasks to the best of their ability
- attended school until their final day of the school year

Unsubstantiated high rates of absenteeism may result in a student not meeting the requirements of their subjects which could lead to an 'N' determination for these subjects. NESA warning letters would be issued which means that the RoSA may be withheld.

It means that students must prove by **effort and achievement** that they have completed their subjects. Merely attending classes regularly does not constitute satisfactory completion of a subject. It is anticipated that students will complete all assessment tasks in each of their subjects as well as other assigned tasks such as classwork and homework. Students must also meet course requirements in terms of effort, application and a commitment to all aspects of courses, such as theoretical and practical components.

#### **Grading for RoSA Common Grade Scale**

А	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.
В	The student 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.
С	The student has a sound 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 basic knowledge and understanding of the content and has achieved a limited 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 very limited competence in some of the processes and skills

The grades are allocated based upon a student's performance across assessment tasks for each subject.

#### **Assessment Requirements**

Assessment is the process of collecting information about student performance in certain tasks in order to make a judgment about a student's development and level of achievement in relation to the outcomes of a subject. Assessment tasks relate to those activities, both formal and informal, which are used to determine the grades students receive on their RoSA.

Assessment serves a variety of purposes. It can be used to provide information for teachers, students, parents and employers about:

- students' achievements against predetermined standards or criteria
- students' achievements relative to that of others
- students' strengths and weaknesses
- students' program for development

The school assessment procedures have been designed to meet the NESA requirements for Year 10 courses.

The use of internal school assessment allows a wider and fairer measurement of a student's performance and ability.

The internal school assessment will:

- Cover a broader range of syllabus outcomes, including aspects such as practical and research skills, as well as the outcomes measured by examinations
- Be based on achievement measured throughout the course
- Be used to determine the school assessment grades based on the Course Performance Descriptors which are submitted to NESA at the end of Year 10
- Assist in the process of determining whether a student has satisfactorily completed the Record of School Achievement (RoSA)

The student's grade for each course will appear on the RoSA. It will be given as a grade of either A, B, C, D or E (except for Mathematics which has the following grades: A10, A9, B8, B7, C6, C5, D4, D3 or E2 or a VET subject such as Primary Industries which is competency based).

For the RoSA, students are assessed on a common grade scale from E2-A10 in Mathematics. Students studying only Pathway 5.1 are usually able to achieve between E2-D4, students studying up to Pathway 5.2 are usually able to achieve up to B7 whilst students studying up to Pathway 5.3 are able to achieve up to A10.

The major assessment tasks listed on the assessment schedules are very important, but students should be warned not to neglect other non-assessment tasks. Non-completion of class tasks can lead to unsatisfactory completion of the subject and, therefore, no result in the subject.

Each student is responsible for:

- striving for maximum personal achievement by completing each assessment task to the best of their ability
- obtaining information from their teachers about assessment tasks and requirements (eg. after absence the student must seek information on their return to class, accurately recording due dates for tasks, and meeting stated requirements and deadlines)
- consulting teachers over any difficulties with tasks or deadlines well in advance of the due date and having their own equipment for tests

Each student has the right to:

- receive a clearly defined statement of what is required of them and guidelines for each assessment task
- receive information on assessment procedures and weightings
- receive prompt and meaningful feedback
- receive extensions of time for tasks if exceptional circumstances arise (as long as students have given advance notice well before the due date with valid reasons supported by a medical certificate or other appropriate documentation)

#### **Assessment Procedures and Policies**

#### **Assessment Tasks**

Each student will receive an assessment schedule for each subject (these schedules are included in the back of this handbook).

The assessment schedule will indicate:

- The number of assessment tasks
- The approximate date (Term and Week) for the tasks
- The type of assessment tasks
- The weighting for each task
- The outcomes assessed in each course

•

In general, a subject will usually have approximately 4 assessment tasks.

#### **Assessment Practices**

Assessment task notification will be provided at least two weeks before the due date for the task. Any changes to tasks listed on the assessment schedule will be given to students in writing at least ten days before the due date of the task.

Students are to sign that they have received the assessment task notification. You will be provided with Assessment Schedules for every subject and will know when you should have received a task notification. If absent it is your responsibility to contact the school and your teacher.

Students who are absent when the task is handed out are to contact their teacher for the assessment task. They are to ensure they sign that they have received the task.

Students will be informed of the date the task is due, who is to receive the task and how it is to be submitted. The students will also sign that they have submitted the task.

Students who do not submit the assessment task on the due date may be awarded a zero mark if there is no acceptable reason for the non-submission.

Students wishing to be considered for illness, misadventure or special consideration MUST complete the Penola Illness and Misadventure form with the essential documentation attached. This MUST be submitted to Assistant Principal (Learning) on the first day of returning to school. 'Hand-in' tasks instructions will be communicated on the Assessment Notification and will either state 'Hand-in' task by 8:48am on the due date in the Mary Courtyard OR in the class period on the due date

#### NESA Rules and Requirements - Honesty "All My own Work"

The following malpractices may result in a zero mark being recorded for an assessment task:

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

The decision will be made jointly by the Assistant Principal (Learning), the KLA Leader of Learning and the class teacher.

#### **Non-Completion of Assessment Tasks**

Late or non-submission of tasks will result in a penalty being awarded. Depending on the lateness and circumstances a commensurate penalty will be awarded.

Incomplete tasks will receive marks based on the work which has been submitted in relation to the marking guidelines for the assessment task.

Students who fail to submit an assessment task will be sent a NESA official letter of warning.

Students who are absent from an assessment task or fail to submit a task on the due date can apply for special considerations.

Acceptable reasons can be:

- Illness provided that a medical certificate is obtained and Illness / Misadventure form submission to Assistant Principal (Learning)
- Extenuating circumstances which have been approved by the Principal Leader, Assistant Principals, Assistant Principal (Learning), Head of Pastoral Care and Wellbeing, Year 10 Leader of Learning, or KLA Leader of Learning.
- Sporting representation arranged by the college or PDSSSC.

Students can obtain an Application for Special Considerations form from the subject teachers, KLA Leader of Learning or Assistant Principal/ Learning. It is the responsibility of the student to complete Part A of the form and submit it to the subject teacher.

The class teacher completes Part B and gives the form to the KLA Leader of Learning who is required to complete Part C.

The KLA Leader of Learning will make the decision based on the provided information. In the event where the KLA Leader of Learning is unable to make a decision, the form will be submitted to the Assistant Principal (Learning) for a decision.

The Leader of Learning - KLA keeps the form, and either the Leader of Learning or the subject teacher informs the student of the decision.

A copy of the Application for Special Considerations form is included at the back of the Handbook.

The application form must be submitted on the first day the student is back at school after the assessment task is due.

If a student knows that they cannot be available for the task, they are to inform the subject teacher before the due date of the task. Arrangements may be put in place to complete the task at a negotiated time.

Students who are granted special consideration for the assessment task may be given:

- The same task to be completed at a negotiated time
- A substitute task to be completed at a negotiated time
- An estimated result under direction from the Assistant Principal (Learning)

#### **Year 10 RoSA Students Computer / Electronic Malfunction**

Electronic malfunction on home or school equipment includes: computer malfunction; email error; CD/USB malfunction; unavailability or malfunction of equipment eg a data projector for a Power Point presentation; complete printer malfunction; fax malfunction or lost fax; file lost in College Intranet from student account etc.

- It is a student's responsibility to save all assessment work in the event it is required at a later date by the course teacher.
- Students are not to seek help from Technology Technicians in the Library for such electronic malfunction. Students must take responsibility for the security of their electronic data well in advance of the due date for completion of an assessment task.
- Printer malfunction and/or 'running out of ink' are NOT considered to be acceptable reasons for Illness and Misadventure application.

#### **Appeal of Rejection for Special Considerations**

Students have the right to appeal the decision if their Application for Special Considerations is rejected.

The student can submit an appeal which will be reviewed by an assessment committee composed of an Assistant Principal / Learning and relevant KLA Leader of Learning.

The appeal is to be submitted to an Assistant Principal, Year 10 Leader of Learning, relevant KLA Leader of Learning, Leader of Pastoral and Well-Being and Learning immediately after receiving notification that the application for special considerations has been rejected.

The appeal needs to be in writing, and it needs to include:

- Student's full name
- Homeroom class
- Subject
- Details to support the appeal
- Signature and date

#### Non-Completion of a Course

Students who receive three warning letters because of failure to complete tasks may receive a 'N' determination.

#### 'N' Determination

Should a student fail to meet the requirements of a subject an 'N' determination will be given. The student and their parents/carers will be warned if it appears that the student is at risk of receiving an 'N' determination for a subject. Sufficient time will be given to the student to remedy the problem.

NESA requires two warnings to be given before an 'N' determination is made.

When a student does not satisfactorily complete a subject they may be in jeopardy of continuing into senior study.

A student who is given an 'N' determination for a mandatory subject such as English, Mathematics, Science, History, Australian Geography or PDHPE will not be eligible for a RoSA.

A student who is given an 'N' determination in Religion or an elective subject will still be eligible for a RoSA as long as other requirements have been met.

The student can request a review of the 'N' determination.

#### Non-Submission or Non-Completion of an Assessment Task

- «Title»
- «Street\_Address»
- «Suburb»

#### **NESA Stage 5 Warning Letter One - «Course\_Name»**

Dear «Title»

I am writing to inform you that your child, «First» is in danger of not meeting the requirements for satisfactory completion of Stage 5 leading to the award of the Record of School Achievement (RoSA).

The NSW Educational Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them opportunity to correct the problem. A minimum of two course warnings must be issued prior to a final non-completion of course determination being made.

This is the first official warning we have issued notifying you that First» is at risk of not meeting the requirements of English studied in Stage 5 for the award of the RoSA. The are the College policy a zero must be awarded if an assessment task has not been completed by the only in a due date advertised in the Assessment Booklet Subject Assessment Grids given to your child. It the beginning of this course

The subject English is a mandatory course for the award of the RoSA or an elective course that is credentialed on the RoSA.

#### **Course Completion Criteria**

The satisfactory completion of a course requires a incipals to have sufficient evidence that the student has:

- (a) followed the course developed or encorsed by NESA; and
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes.

#### Assessment Task(s)/Student Requirements/Course Outcomes:

«Task\_Not\_Completed\_or\_Other\_Issue»

Where students have not met one or more of these requirements by the end of the course, the Principal Leader is required to inform NESA that the student has not satisfactorily completed the course.

«First» is not currently meeting one or more of these requirements.

#### **Opportunity to correct the problem:**

Complete Task 1«Action\_Required\_by\_Student»

#### **Required Actions:**

To support «First» in meeting the course requirements we request that you discuss this matter with «himher» and encourage and support «himher» to carry out the required actions. Original Due Date: «Original\_Due\_Date» **Compliant Due Date:** «Compliant\_Due\_Date» If you have any questions about this matter, please contact « 'lass Teacher" on 4728 8100. Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish. Yours sincerely Mrs Peta Sparkes l eacher» «LOL KLA» Assistant Principal/Learning lass Teacher «LOL\_KLA» Leader of Learning Acknowledgement of Official Warning Letter One - «Course\_Name» **Reply Slip:** «First» «Surname» Homeroom: «Homeroom» Please return to «Class\_Teacher» I have received the letter advising me that «First» is in jeopardy of not meeting the course completion requirements for Mathematics and am aware that this is the first official warning. I am aware that this incorporates mandatory courses. I am aware that any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed', and that the student will not be eligible for the award of the Record of School Achievement (RoSA), and may not be eligible to enter Preliminary (Year 11) courses. Comments:\_\_\_ Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

#### **Assessment Task Notification**

Date:

Signature of Student:

Assessment task notifications will contain the relevant information required to complete the task. The task notifications will be provided to the students at least ten days before the task is due.

Assessment task notifications will provide the following information:

- The task number
- The weighting
- The due date
- The task description
- The outcomes to be assessed
- The marking guidelines where appropriate

#### **Assessment Feedback**

Each assessment task will be returned to the student with meaningful feedback indicating achievement in the task and areas for improvement. The returned assessment task will contain either a mark and/or a grade, and it will have a comment from the teacher and/or an indication of achievement against the marking guidelines.

Students will be required to sign that the assessment task has been returned.



# KLA NAME 20## Course Name Task Number ASSESSMENT TITLE

CATHOLIC COLLEGE	ASSESSMENT TITLE	
Student Name:	Teacher Name:	
Year:		
Unit of Work:	:	
Due date:		
Weighting:		
Outcomes to be assessed: #.# Ou ron Outcomes		
Learning Intentions Criteria		
Method of Submission:		
PCC Learning I	g Framework	
Stage 4 Stage 5 Engagement Empowerment	Stage 6 Enterprise Skills	

- Practical knowledge
- Collaboration
- Accessibility
- Curiosity
- Interdisciplinarity
- Resilience
- Open-mindedness
- Practical knowledge
- Independence
- Teamwork
- Self-direction
- Learner-connected communities
- Reflection
- Mobilised knowledge/skills
- Interpersonal skills
- Empathy
- Responsibility
- Passion

- Practical knowledge
- Collaboration
- Teamwork
- Learnability
- Critical thinking skills
- Innovation
- Independence
- Initiative
- Technology
- Reliability
- Communication

## Description of the task:

[Input task instructions]

#### Step-by-Step Guide

[If necessary, include a step-by-step guide for completion of the task]

#### **Additional Learning Materials**

[Input links to adjusted learning materials - non negotiable!]

**Declaration of Originality**: Upon submission, the student declares that the planning, development, content and presentation of this task is essentially my own work (except for limited material, if any, drawn from acknowledged sources) and has not been copied from any other person's work. By completing this task, and the completion of 'All my own work' NESA modules and stated in the Penola Assessment Handbook, the student understands that malpractice/cheating may jeopardise their HSC results.

Computer / Printer malfunctions are not considered a valid excuse for non-submission of a Task

	Core Catholic Values						
Courage	Compassion	Integrity	Норе				
<ul> <li>Living morally and striving to alleviate suffering</li> <li>God's Presence in the Whole World</li> <li>Reconciliation</li> <li>Community and Common Good</li> </ul>	<ul> <li>Community and Common Good</li> <li>Search for Truth and Wisdom</li> <li>Hope and Resurrection</li> <li>Reconciliation</li> </ul>	<ul> <li>Positive View of Life</li> <li>Reconciliation</li> <li>Search for Truth and Wisdom</li> <li>Living morally and striving to alleviate suffering</li> </ul>	<ul> <li>Hope and Resurrection</li> <li>Positive View of Life</li> <li>Reconciliation</li> <li>God's Presence in the Whole World</li> </ul>				
Religious Education & Mission Handbook							

#### Problems with Assessment - What should I do?

#### **Illness/Misadventure Provisions**

Each assessment task measures student performance in relation to specified course outcomes. The assessment will not compensate for factors such as extended illness, misadventure or domestic problems, which may have affected a student's performance throughout the course. However, there are means of appeal students may access for extended illness. Students in this situation should see the Assistant Principal (Learning) and complete the necessary documentation to validate.

Not withstanding this provision, where a student fails to complete an assessment task through absence or is unable to present an assignment for inclusion in the assessment program, yet seeks a mark for the task, the student should complete and submit an Illness/Misadventure Form.

#### If the appeal is accepted:

- A substitute task may be undertaken as soon as the student returns to school. Students
  have 3 days only to lodge an appeal for their absence on return to school ideally the
  first day back is what we aim for.
- An estimate may be awarded, in exceptional circumstances, and only if authorised by the Principal or Principal's delegate.
- The late task receives a mark.
- The following will be considered valid reasons for appeal for illness or misadventure:
- Illness or injury supported by a Medical Certificate (a parental note is not sufficient)
- Death/funeral of a member of the student's family. Newspaper notice or Funeral Order of Service (with date) needed.
- Other <u>exceptional</u> circumstances at the discretion of the Principal (Principal's delegate) in consultation with the Assistant Principal (Learning) and/or relevant KLA Leader of Learning.

#### **Important Information Regarding Absence**

- 1. If a student is absent on the date an assessment is due, the student must hand in that assessment to the class teacher or KLA Leader of Learning by **8.48am on the first day of return to school**.
- 2. The Illness/Misadventure Appeal Form (with Medical Certificate or Bereavement Documentation) must be completed and given to the Assistant Principal (Learning) on the first day of your return to school.
- 3. If a student **is absent on the date an assessment is given out**, it is the student's responsibility to get the task and the teacher's responsibility to ensure students receive the task via Google Classroom.
- 4. If you are away on **the day** before an assessment is due or scheduled, you must bring a Medical Certificate to explain your absence. This is to ensure no unfair advantage is taken. Failure to do this may lead to you losing all marks for the assessment or a proportion of marks. If you are **absent for an exam**, your course teacher will organise an appropriate time for you to complete your exam. Also refer to *Dishonesty and Unfair Advantage*. **Failure to observe these requirements will usually result in a zero score for your assessment**
- 5. Driving lessons and/or driving examinations for 'L's' or 'P's' are NOT an acceptable reason for absence during assessment tasks. A zero mark will be awarded to a student should this occur during assessment weeks or on the date of a 'hand-in' submission.

#### **Appeals Procedures**

#### 1. Illness and Misadventure (School Based Assessment)

Students complete and submit the Illness/Misadventure form available from the teacher, KLA Leader of Learning and Assistant Principal (Learning). The student will be notified of the result of their appeal in writing. Where appropriate the zero mark will be altered accordingly. See the illness/misadventure appeal diagram of this process. Copies of this notification are lodged in the student's file, with the student's teacher and with the Assistant Principal (Learning).

#### 2. Marks Awarded for Individual Tasks

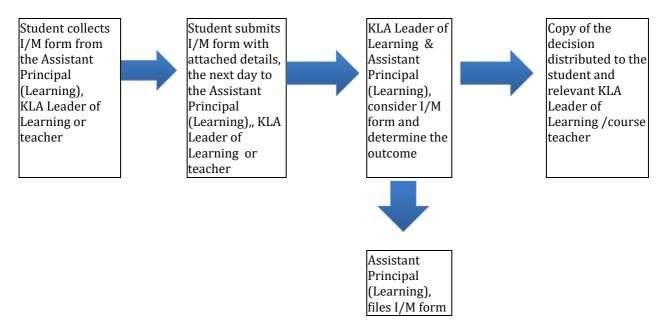
Students may request reconsideration of the marks awarded for assessment tasks within 48 hours of the task being returned. Students will be required to complete an Assessment Appeal Form. The process of reconsideration will involve the teacher concerned, the KLA Leader of Learning and the Assistant Principal (Learning).

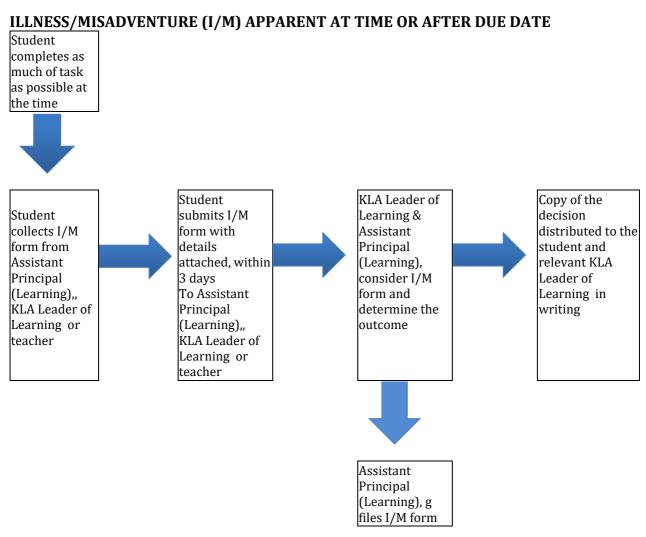
#### 3. Incorrect Process or Unfair Advantage

Students may appeal an assessment task or result on the grounds of incorrect process. This may include: not receiving the Assessment Information & Cover Sheet at least 10 school days before the task is due; one class being coached how to do the assessment and another class not receiving the same opportunity; a class not receiving the whole task e.g. marking guidelines missing; specified aspects of the teaching context in a particular class not being covered e.g. 'Students will revise the scaffold for the glossary term evaluation'. Should you wish to appeal some aspect of an assessment process or result, contact the class teacher and KLA Leader of Learning. The Assistant Principal (Learning) will interview the students, course teacher and relevant KLA Leader of Learning to determine whether there has been a lack of correct process implemented, which means student/s may have been disadvantaged in achieving the results that they have the potential to possibly receive. The Assistant Principal (Learning) will consult the College Executive Leadership Team and Principal Leader in determining complex cases. The end result is communicated back to the student at all times when a decision has been reached.

#### Illness/Misadventure Appeal Procedure

#### ILLNESS/MISADVENTURE (I/M) APPARENT BEFORE DUE DATE







## Illness / Misadventure Form Student's Name: Homeroom: Course: Class Teacher: Assessment Task Date: \_\_\_\_\_ **Type of Task** (*tick one*) □ Examination □ In class task □ Hand in task Outline the circumstances of your illness/misadventure. Do you have a **Doctor's Certificate** to support your case? If YES, attach it to the back of this form. Do you have any other documentary evidence to support your case? YES / NO (circle one) If YES, list below the nature of the evidence and attach it to the back of this form. ..... Declaration I/We declare that the above information is a true and accurate account of the circumstances surrounding the noncompletion on/by the due date of the assessment task stated. Student's Signature: Date: Parent's Signature: Date: \_\_\_\_\_ LOL RECOMMENDATION: ..... College Use Only Appeal: Upheld / RejectedAssistant Principal Signature:

A copy of this form has been placed in the student's Homeroom Box

A copy of this form has been given to the classroom teacher and the Leader of Learning

#### **Assessment Appeal Procedure**

The appeal procedure exists in the event a student or students believe they have been disadvantaged unfairly

## A STUDENT WOULD LIKE TO APPEAL THE RESULT OF AN ASSESSMENT IF THEY BELIEVE THE PRINCIPLES OF ASSESSMENT WERE NOT FOLLOWED OR PRACTISED

Student discusses the situation with the Assistant Principal (Learning), Leader of Learning - KLA or teacher within 3 days of Task return, who advises possible outcome or action

Possibly resolved

Still unresolved/dissatisfied.

Complete and submit Assessment Appeal Form after interview with Assistant Principal (Learning).

Assistant Principal (Learning) gathers information from Teacher and KLA Leader of Learning regarding assessment event.

Decision is reached and student is notified of the outcome.



### Student Appeal Form for School-based Assessment

Student	t's Name:	Homeroom:
Course	:	Class Teacher:
Assess	ment Task D	nte:
Type of	Task (tick on	e) □ Examination □ In class task □ Hand in task
		ances of your appeal.
		notes to the back of this form if you run out of space here)
Do you l	have <b>support</b>	ing documentation to support your case? If YES, attach it to the back of this form.
Declara	tion	
I/We de	clare that the	above information is a true and accurate account of the circumstances surrounding the appeal.
Student	's Signature:	Parent's Signature: Date:
LOL RE	COMMENDA	TION:
 College	Use Only:	
Appeal:	Upheld / Rej	ected Assistant Principal Signature:
	□ Stu	dents / parents have been notified of the outcome of the appeal in writing
		opy of this notification has been given to the relevant Leader of Learning, classroom teacher and dent Services



Student's Name:	
Course:	
Class Teacher:	
Assessment Task Due Date:	
Type of Task (tick one):   ■ In College Exam  ■ Test ■ Task  OR	
<ul> <li>Task done outside the College an</li> </ul>	d handed in
Decision of the College Assessment Committee:	
<ul> <li>Extension of Time Task Du</li> </ul>	e on
<ul> <li>Substitute Task</li> </ul>	
Estimate Mark	<b>V</b> .
<ul> <li>Mark achieved when task complete</li> </ul>	ed
<ul> <li>Zero mark to apply</li> </ul>	
Outline of Assessment Committee's Findings	
Signed: Date:	
Please complete this section and return it to the College after receivin	g the Assessment Committee's decision.
Student Name: Course:	
I have received the letter indicating the decision of the College Assessmen	nt Committee.
Comment:	
Parent/Guardian's signature Date:	
Student's signature: Date:	

#### Non- Submission or Non Completion of an Assessment Task

To gain maximum advantage from the assessment program, a student must complete all assessment tasks. In any case where a candidate fails to complete an assessment task, a zero mark will be recorded for that task. The zero mark may be altered to the mark obtained for the task if an Illness/Misadventure Appeal is successful.

Where a student fails to complete assessment tasks totalling 50% or more of the marks available for a course, the Principal Leader **must** certify that the course has not been studied satisfactorily. When a course is not studied satisfactorily the grade will not be reported. This may mean that the student will not be eligible for the award of a Higher School Certificate.

#### **NESA Warning Letters**

Warning letters may be sent at the discretion of the Assistant Principal (Learning) in consultation with the Principal. This would follow a prolonged process of parental interviews and challenges to a student who is not completing the class and home tasks of a course because of unsatisfactory application and participation. In this case, the student would be showing little or no response within the above process and there would be clear documentation generated to support a judgement of an 'N' Award if this was necessary.

Note: Even if parental contact is made after the third warning letter, the student may still be denied the course. The best way to avoid such worry is to do what is required when it is required

#### Classwork, Homework and Lesson Preparation

Students will also complete other work as part of the subject requirements. This work which includes classwork and homework:

- aids each student's growth and development
- provides learning experiences in knowledge and skills which may not be covered by the assessment tasks
- helps students to identify strengths which they can build on as well as identify areas for improvement
- provides opportunities for students to practise applying new knowledge and skills
- helps students to optimise performance on assessment tasks and thus demonstrate their maximum level of achievement

#### **Student Wellbeing and Pastoral Care**

Students should keep all assessment tasks which have been returned to them. Should a review of assessment be requested, individually or as a group, at a later date, these tasks may be required.

Individual complaints or concerns regarding marks must first be made at the time the assessment task is returned to the student. It is probably best to approach the class teacher concerned first. If necessary, the student and the teacher may wish to go further and raise the matter with the KLA Leader of Learning and/or Assistant Principal (Learning). If no resolution is reached at this stage the matter will be referred to a meeting of the assessment committee.

Concerns or matters affecting the whole form can be raised with the Year 10 Leader of Learning or the Leader of Student Wellbeing and Learning who can bring it to the attention of the Assistant Principal (Learning) to address it with the assessment committee or at a general staff meeting.

Students are urged to seek help at an early stage if there are concerns relating to progress or achievement. There are a number of possible avenues of help at Penola Catholic College such as subject teachers, Homeroom teachers, KLA Leader of Learning, Leader of Student Wellbeing and Learning, Assistant Principals /Learning and Principal Leader. Any one of these people will try to help.

#### **Advice**

Assessment issues can create a variety of questions and concerns. The College encourages any student or parent with questions or concerns to contact the school. Issues which can be dealt with quickly and efficiently at the school level reduce stress and anxiety which can build throughout the year.

The Year 10 Leader of Learning, (Stage 5 Leader of Learning), KLA Leader of Learning, Leader of Student Wellbeing and Learning, and Assistant Principal (Learning) can provide advice and assistance about Year 10 assessment and other related issues.

The Learning Support team is also available to assist students and parents with concerns related to special provisions and other related issues.

#### **Assessment in Vocational Education and Training (VET)**

The VET course delivers dual qualifications for HSC and for industry and has dual assessment systems for these qualifications.

#### 1. Competency Based Assessment

The VET course is assessed against competency standards. These standards are set out in Part B of the Syllabus for VET. The concept of competency focuses on what is expected of an employee in the workplace. Competencies are the application of skills and knowledge to workplace tasks or functions and therefore combine both theory and practical skills. Competencies also embody the ability to transfer and apply skills and knowledge to new situations and environments and include problem solving.

Assessment against individual units of competencies is based on an integration of the performance criteria into holistic activities for units of work. One assessment task may include a number of competencies.

Students in the VET course must assume that they are being constantly assessed in both formal and informal contexts. VET subjects are assessed on a continual basis.

The techniques used for collecting evidence of competency may include:

- Workplace Performance
- Oral Questioning
- Tests or Examinations
- Projects
- Portfolios
- Written Task
- Demonstration of specific skills/knowledge

In competency-based assessment students are either competent or not yet competent. Students in need of further training can be asked to be reassessed, however, reassessment must consider deadlines for internal and external reporting.

#### 2. Standards Referenced Assessment

Students studying the VET course can choose to sit the HSC examination and may have one VET course mark count towards their ATAR. The External HSC examination for VET is optional. Students wishing to include their VET mark in the calculation of their ATAR must sit the HSC examination.

#### Work Placement

- Work placement is mandatory and allows students to apply the theory and practical skills learnt in class. Some competencies will also be assessed in the workplace.
- Students wishing to self-source work placement must discuss this with their teacher and the Leader of Learning Vocational Education and submit documentation.
- Failure to complete the work placement component of their VET course will result in the student receiving an 'N' (unsatisfactory) award for that subject. Students must complete a minimum of 70 hours of work placement over the two years, otherwise they will not receive their HSC.
- Wherever possible their VET teacher will visit them and speak with their employer at some stage during their placement, as part of the work placement assessment.
- Being on work placement is not an excuse for missing or being late to hand in a 'take home'
  assessment task. Work placement dates are known well in advance, so students need to
  ensure they have made any necessary arrangements. Students must make alternative
  arrangements with their teacher if any 'in class' assessment activities occur whilst they are
  on work placement. Students must also catch-up on all work missed in their other classes.
- Students must complete and submit all paperwork regarding work placement ON TIME to confirm their place and avoid losing the placement to another student or school.
- Students can use their current casual employment for work placement if it is directly related to the subject. An 'Application for Recognition of Prior Learning' must be obtained from their VET teacher and completed by the student and their employer. The Leader of Learning VET will assess the application and students will be informed as to the success of their application.
- Absences from work placement MUST be reported to the employer, the Leader of Learning VET and to the school. In the case of illness a medical certificate must be produced upon returning to school and any hours lost in the workplace will be made up at another time.
- Students must return their completed Work Placement Journal on their first day of return to school. Failure to return the report will place your HSC in jeopardy as it is proof as to how many hours were completed.

#### **VET Appeals Process**

If you disagree with the outcome of an assessment because you believe that you have met the standards for performance (benchmarks), you have the right to appeal. You must ask for a review as soon as possible after receiving your result. You should take the following steps:

- 1. Speak to the teacher who assessed your work.
- 2. If you are not satisfied with your discussion with the teacher then make an appointment to speak to the Leader of Learning Vocational Education and Training (LOLVET) and bring your task with you.
- 3. The LOLVET will discuss your concerns with you.
- 4. A joint meeting will be arranged between you, the teacher and the LOLVET so that your concerns and those of the teacher can be addressed.
- 5. The result of this meeting may be:
  - (a) A revised assessment by the teacher;
  - (b) A new assessment task for *part* of the disputed task; or
  - (c) A *full* assessment task to be completed in place of the disputed task.
- 6. If you are still dissatisfied, you will need to speak to the Curriculum Assistant Principal (Learning).

A form for VET Assessment Appeal Submission is provided on the next page.



## Catholic Education Diocese of Parramatta VET Assessment Appeal Submission

Name:	
Course:	
School:	
Teacher:	
Please identify in the table below the	e units of competency that are the subject of the assessment appeal.
Unit Code(s)	Unit of Competency Title(s)
Assessor's Name:	
fault in the assessment process.	opeal in the space provided below and ensure that you describe the alleged
Signed:	Date:
Outcome of appeal:	
Principal's Signature:(To be filed with the class assessmen	
Office Use Only: Date Received:	Received By:
Date Reviewed:	Decision: Upheld Rejected

#### Year 10 Assessment Schedule 2022

## **Mandatory Subjects**

English
HSIE - Semester 1 - History
HSIE - Semester 2 - Geography
Mathematics
Religion Education
Science
Personal Development, Health and physical Education



Subject: English

Task Number	1	2	3	4	
Task Date	Term 1 2022	Term 2 2022	Term 3 2022	Term 4 2022	
	Week 11 10ENG1 + 10ENG2 + 10ENG3 + 10ENG4 + 10ENG5 Wed 06/04/2022 3pm ALEM + MILR + BULD + GORA + DUNO	Week 10 10ENG1 + 10ENG2 + 10ENG3 + 10ENG4 + 10ENG5 Tues 28/06/2022 LS1b ALEM + MILR + BULD + GORA + DUNO	Week 8  10ENG1 + 10ENG2 + 10ENG3 + 10ENG4 + 10ENG5  Wed 07/09/2022 3pm ALEM + MILR + BULD + GORA + DUNO	Week 3  10ENG1 + 10ENG2 + 10ENG3 +  10ENG4 + 10ENG5  Mon 24/10/2022 LS1a+b  ALEM + MILR + BULD +  GORA +DUNO	
Content Area	Portrait of our World	Stories of a Broken World	Voices from the Edge	A Story by Any Other Name	
Task Type	Extended Response	Extended Response	Performance & Reflection	In Class Examination	
	(HI)	(I/C)	(HI)	(I/C)	
Outcomes	EN5-4B, EN5-6C, EN5-7D	EN5-1A, EN5-5C, EN5-7D	EN5-3B, EN5-8D, EN5-9E	EN5-1A, EN5-2A, EN5-8D	
Assessment	nent		Weighting		
Components					(%)
Knowledge and understanding of course content	15	10	10	15	50
Skills in: Comprehending texts Communicating ideas Using language accurately, appropriately and effectively	10	15	15	10	50
Weighting (%)	25	25	25	25	100



Subject: History

Task Number	1	2	3	
Task Date	Term 1 2022	Term 2 2022	Term 2 2022	
	Week 8 Wed 16/03/2022 9am Online 10HSIEH1 FULA 10HSIEH2 MATS 10HSIEH3 MCKJ 10HSIEH4 HOLS 10HSIEH5 AZZB	Week 2 Fri 6/5/2022 9am Online 10HSIEH1 FULA 10HSIEH2 MATS 10HSIEH3 MCKJ 10HSIEH4 HOLS 10HSIEH5 AZZB	Week 2 Wed 6/5/2022 9am Online 10HSIEH1 FULA 10HSIEH2 MATS 10HSIEH3 MCKJ 10HSIEH4 HOLS 10HSIEH5 AZZB	
Content Area	Changing Rights and Freedoms	Popular Culture	Changing rights and freedoms/ Popular Culture	
Task Type	Research Task (HI)	Research Task (HI)	Coursework (HI)	
Outcomes	HT5-2, HT5-3, HT5-6 HT5-8, HT5-9, HT5-10	HT5-1, HT5-2, HT5-3, HT5-4, HT5-6, HT5-7, HT5-9, HT5-10	HT5-1, HT5-2, HT5-3, HT5-4, HT5-5, HT5-6, HT5-7, HT5-9, HT5-10	
Assessment				Weighting
Components				(%)
Historical knowledge and understanding	15	15	10	40
Historical inquiry skills	10	10	10	30
Communication	10	10	10	30
Weighting (%)	35	35	30	100



Subject: Geography

Task Number	1	2	3	
Task Date	Term 3	Term 4 2022	Term 4 2022	
	2022 Week 10 Wed 21/9/22 9am 10HSIEG1 FULA 10HSIEG2 MATS 10HSIEG3 MCKJ 10HSIEG4 HOLS 10HSIEG5 AZZB	Week 2 Fri 21/10/22 9am 10HSIEG1 FULA 10HSIEG2 MATS 10HSIEG3 MCKJ 10HSIEG4 HOLS 10HSIEG5 AZZB	Week 2 Fri 21/10/22 9am 10HSIEG1 FULA 10HSIEG2 MATS 10HSIEG3 MCKJ 10HSIEG4 HOLS 10HSIEG5 AZZB	
Content Area	Human Wellbeing	Environmental Change and Management Plan	Human Wellbeing and Environmental Change and Management	
Task Type	Research + Initiative	Research Report	Coursework	
	Proposal (HI)	(HI)	(HI)	
Outcomes	GE5-1, GE5-2, GE5-6, GE5-7, GE5-8	GE5-2, GE 5-3, GE5-4, GE5-5, GE5-7, GE5-8	GE5-1, GE5-2, GE5-3,GE5-4, GE5-5, GE5-6, GE5-7, GE5-8	
Assessment Components				Weighting (%)
Geographical Knowledge and understanding	20	20	10	50
Geographical inquiry and skills	15	15	20	50
Weighting (%)	35	35	30	100



Subject: Mathematics 5.3

Task Number	1	2	3	4	5	
Task Date	Term 1 2022	Term 2 2022	Term 2 2022	Term 3 2022	Term 4 2022	
	Week 5 10MAT1 Wed 23/2/2022 LS1 CROE	Week 2  10MAT1 Wed 4/5/22 LS1 CROE	Week 10 10MAT1 Wed 29/6/22 LS1 CROE	Week 8  10MAT1  Mon 5/9/22 9am CROE	Week 4  10MAT1 Tue 1/11/22 LS2 CROE	
Content Area	Properties of Geometrical Figures	Surds and Indices and Algebraic Techniques	Linear Relationships and Ratios and Rates	Single and Bivariate Data Analysis	Trigonometry and Probability	
Task Type	In-class Test (I/C)	In-class Test (I/C)	Assignment / Investigation (HI and I/C)	Portfolio (HI and I/C)	In-class Test	
Outcomes	MA5.3-16MG	MA5.2-6NA MA5.3-6NA MA5.2-8NA	MA5.3-8NA MA5.3-4NA	MA5.2-15SP MA5.2-16SP MA5.3-18SP MA5.3-19SP	MA5.3-15MG MA5.2-17SP	
Assessment						Weighting
Components						(%)
Understanding, Fluency and Communication	5	12.5	10	10	12.5	50
Problem Solving and Reasoning	5	12.5	10	10	12.5	50
Weighting (%)	10	25	20	20	25	100



## **ENOLA 2022 Yr 10 RoSA Assessment Schedule**

Subject: Mathematics 5.2

Task Number	1	2	3	4	5	
Task Date	Term 1 2022	Term 1 2022	Term 2 2022	Term 3 2022	Term 4	
	Week 6 10MAT2 Wed 2/3/2022 LS3 MANY	Week 10 10MAT2 Wed 30/3/2022 LS3 MANY	Week 7 10MAT2 Wed 8/6/2022 LS3 MANY	Week 8 10MAT2 Wed 7/9/2022 LS1 MANY	2022 Week 3 10MAT2 Wed 26/10/2022 L53 MANY	
Content Area	Financial Mathematics	Linear and Non- Linear Relationships	Equations and Inequalities	Bivariate Data, Rates and Ratios and Properties of Geometrical Figures	Volume	
Task Type	In-Class Assignment (HI)	Take-Home Assignment (HI and I/C)	Test (I/C)	Test (I/C)	Portfolio (HI)	
Outcomes	MA5.1-4NA, MA5.2- 4NA	MA5.1-7NA, MA5.2- 9NA, MA5.2-10NA	MA5.2-8NA	MA5.2-16SP, MA5.2-5NA, MA5.2- 14MG	MA5.2-12MG	
Assessment Components						Weighting (%)
Understanding, Fluency and Communication	10	10	10	12.5	7.5	50
Problem Solving and Reasoning	10	10	10	12.5	7.5	50
Weighting (%)	20	20	20	25	15	100



Subject: Mathematics Stem 5.1/5.2

Task Number	1	2	3	4	
Task Date	Term 1 2022	Term 2 2022	Term 3 2022	Term 4 2022	
	Week 10	Week 7	Week 2	Week 2	
	10MAT3A 28/3/22 Mon 9am MUDR	10MAT3A 8/6/22 Wed LS3 MUDR	10MAT3A 27/7/22 Wed LS1 MUDR	10MAT3A 17/10/22 Mon 9am MUDR	
Content Area	Decision Makers: Data Investigation	From Here to There	From Here to There	Theme Park	
Task Type	Hand In Assessment	Test	Test	Portfolio - Formative assessment	
	(HI and I/C)	(I/C)	(I/C)	(HI)	
Outcomes	MA5.1- 12SP MA5.2 -15SP MA5.2 - 16SP	MA5.1 - 6NA, MA5.2 - 13MG	MA5.1 - 10MG MA5.2 - 13MG	MA5.1-7NA, MA5.2 - 9NA MA5.2-10NA	
Assessment Components					Weighting (%)
Understanding, Fluency and Communication	12.5	12.5	12.5	12.5	50
Problem Solving and Reasoning	12.5	12.5	12.5	12.5	50
Weighting (%)	25	25	25	25	100



Subject: Mathematics 5.1

Task Number	1	2	3	4	5	
Task Date	Term 1 2022	Term 2 2022	Term 3	Term 3	Term 4	
	Week 10	Week 6	2022	2022	2022	
	10MAT4A, 10MAT4B Mon 28/3/2022 9 am COBD QUAS	10MAT4A, 10MAT4B Mon 30/5/2022 9 am COBD QUAS	Week 4  10MAT4A, 10MAT4B Wed 10/8/2022 LS1 COBD QUAS	Week 10 10MAT4A, 10MAT4B Mon 19/9/2022 9 am COBD QUAS	Week 4 10MAT4A, 10MAT4B Tue 1/11/2022 LS2 COBD QUAS	
Content Area	STEM: Theme Park	Surface Area and Volume	Equations	Statistics	Trigonometry	
Task Type	Portfolio- Formative Assessment (HI)	Portfolio	Test	Assignment	Test	
	(111)	(HI)	(I/C)	(HI)	(I/C)	
Outcomes	MA5.1-4NA, MA5.1-6NA, MA5.1-7NA	MA5.1-8MG MA5.2-12MG	MA4-10NA	MA5.1-12SP	MA5.1-10MG	
Assessment Components						Weighting (%)
Understanding, Fluency and Communication	12.5	10	7.5	10	10	50
Problem Solving and Reasoning	12.5	10	7.5	10	10	50
Weighting (%)	25	20	15	20	20	100



Subject: Personal Development, Health and Physical Education

Task Number	1	2	3	4	
Task Date	Term 1 2022	Term 2 2022	Term 3 2022	Term 4 2022	
Tuon Buto	Week 1	Week 4 & 5	Week 10	Week 4	
	Tues 20/4/21 2021	Fri 7/5/21	Mon 13/9/21 2021	Fri 29/10/21 2021	
	10PDH1 MCKJ, 10PDH2	10PDH1 14/5/21 LS2a+2b	10PDH1 13/9/21 LS3a+3b	10PDH1 29/10	
	BROL, 10PDH3 MCKJ,	MCKJ	MCKJ	LS2a+2b MCKJ	
	10PDH4 MUSR	10PDH2 11/05/21 LS3a+3b	10PDH2 13/9/21	10PDH2 26/10/21	
	Handed in to PDHPE	BROL	LS3a+3b BROL	LS3a+3b BROL	
	teachers at Mary	10PDH3 19/5/21 LS3a+3b	10PDH3 13/9/21	10PDH3 27/10/21	
	Courtyard or Google	MCKJ	LS3a+3b MCKJ	LS2a+2b MCKJ	
	Classroom Before	10PDH4 11/5/21	10PDH4 13/9/21	10PDH4 26/10/21	
	8:48am	LS3a+3b MUSR	LS3a+3b MUSR	LS3a+3b MUSR	
Content Area	Difference and Diversity	Recreational Activities	Exam	Practical Performance	
Task Type	Research Task	Practical Performance	Examination	Mini Net and Court	
Task Type	(HI)	(HI) & (I/C)	(I/C)	Games (I/C)	
Outcomes	PD 5-2,PD 5-3 PD 5-10	PD 5-4, PD 5-5,PD 5-7 PD 5-8	PD 5-1 PD 5-2 PD 5-3 PD5-6 PD 5-7 PD5-9 PD 5-10	PD 5-4, PD 5-5, PD 5-10, PD 5-11	
Assessment					Weighting
Components					(%)
Knowledge and understanding of course content	15	10	10	15	50
Skills in:	10	15	15	10	50
Comprehending texts		_	_	_	
Communicating ideas					
Using language accurately, appropriately and effectively					
	25	25	25	25	100
Weighting (%)	25	25	25	25	100



# 2022 Yr 10 RE&M Assessment Schedule

Subject: Religious Education

Task Number	1	2	3	
Task Date	Term 1 2022	Term 2 2021	Term 3 2021	
	Week 11 10REL1 10REL2 10REL3 10REL4 10REL5 Friday 08/04/22 LS1 FEER, TESM, MANM, NEKD, ALEM	Week 10 10REL1 10REL2 10REL3 10REL4 10REL5 Friday 01/07/22 LS1 FEER, TESM, MANM, NEKD, ALEM	Week 10 10REL1 10REL2 10REL3 10REL4 10REL5 Friday 23/09/22 LS1 FEER, TESM, MANM, NEKD, ALEM	
Content Area	How is sexual dignity and love connected to human flourishing?	Is the universal call to holiness realistic??	Is religion a force for good or evil in the world?	
Task Type	Multi-Modal Task (I/C)	Extended Response (HI)	Project Task (I/C)	
Outcomes	Learning Cycle 5	Learning Cycle 7	Learning Cycle 3	
Assessment				Weighting
Components				(%)
Knowledge and understanding of course content	10	15	10	35
Skills in: Comprehending texts Communicating ideas Using language accurately, appropriately and effectively	20	25	20	65
Weighting (%)	30	40	30	100



Subject: Science

Task Number	1	2	3	4	
Task Date	Term 1 2022	Term 2 2022	Term 3 2022	Term 4 2022	
	Week 10  10SCI1 Mon 04/04/22 MCDC 10SCI2 Mon 04/04/22 SOOC 10SCI3 Mon 04/04/22 MCMA 10SCI4 Mon 04/04/22 MANY 10SCI5 Mon 04/04/22 DHAM Digitally via Google Classroom by 8:45am	Week 2 10SCI1 Thurs 05/05/22 LS2 MCDC 10SCI2 Thurs 05/05/22 LS1 SOOC 10SCI3 Fri 06/05/22 LS3 MCMA 10SCI4 Fri 06/05/22 LS3 MANY 10SCI5 Thurs 05/05/22 LS2 DHAM	Week 5 10SCI1 Wed 17/08/22 MCDC 10SCI2 Wed 17/08/22 SOOC 10SCI3 Wed 17/08/22 MCMA 10SCI4 Wed 17/08/22 MANY 10SCI5 Wed 17/08/22 DHAM Digitally via Google Classroom by 8:45am	Week 2 10SCI1 Mon 17/10/22 LS3 MCDC 10SCI2 Tue 18/10/22 LS1 SOOC 10SCI3 Wed 19/10/22 LS2 MCMA 10SCI4 Wed 19/10/22 LS2 MANY 10SCI5 Wed 19/10/22 LS2 DHAM	
Content Area	Student Research Project	Practical Skills Test	Genetics Research Task	End of Year Examination	
Task Type	Firsthand Investigation (HI)	Practical Examination (I/C)	Research Task (HI)	Examination (I/C)	
Outcomes	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	SC5-10PW, SC5-11PW, SC5-6WS, SC5-7WS, SC5-8WS,	SC5-3LW, SC5-4WS, SC5-8WS, SC5-9WS	SC5-11PW, SC5-14LW, SC5-15LW, SC5-17CW, SC5-4WS, SC5-7WS, SC5-8WS	
Assessment Components					Weighting (%)
Knowledge and understanding of course content	10	10	20	20	60
Skills in: Working Scientifically	15	15	5	5	40
Weighting (%)	25	25	25	25	100

## Year 10 Assessment Schedules 2022

# **Elective Subjects**

Agriculture
Commerce
Food Technology
Japanese
Music
PASS
Timber
Visual Arts



Subject: Commerce

Task Number	1	2	3	4	
Task Date	Term 1 2022	Term 2 2022	Term 3 2022	Term 4 2022	
	Week 9 10 COM1 Wed 23/03/2022 LS3 TESM	Week 2 10 COM1 Wed 04/05/2022 LS3 TESM	Week 9 10 COM1 Wed 14/09/2022 LS2 TESM	Week 2 10 COM1 Wed 19/10/2022 LS3 TESM	
Content Area	Employment and work futures	Investing	Law, Society and Political Involvement	All Topics	
Task Type	Research Task (HI)	Investment Plan (HI)	Stimulus Based Assessment (I/C)	Written Examination (I/C)	
Outcomes	COM5-2, COM5-4, COM5-5, COM5-7, COM5-9	COM5-1, COM5-2, COM5-6, COM5-8	COM5-3, COM5-4, COM5-7, COM5-9	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	
Assessment Components					Weighting (%)
Knowledge and understanding of course content	15	10	10	15	50
Skills in: Comprehending texts Communicating ideas Using language accurately, appropriately and effectively	10	15	15	10	50
Weighting (%)	25	25	25	25	100



# **ENOLA 2022 Yr 10 RoSA Assessment Schedule**

Subject: Agriculture Technology (100Hr)

Task Number	1	2	3	4	
Task Date	Term 1 2022	Term 2 2022	Term 3 2022	Term 4 2022	
	Week 8 10AGR1 Fri 18/3/22 LS2 WILE1	Week 2 10AGR1 Fri 6/5/22 LS2 WILE1	Week 6 10AGR1 Fri 26/8/22 LS2 WILE1	Week 2 10AGR1 Fri 21/10/22 LS2 WILE1	
Content Area	Sheep Production	The Goat Enterprise	Plant Production - Cropping	Future Farming	
Task Type	From Paddock to Market Research Task (HI)	Goat Production Presentation (HI) & (I/C)	Scientific Cropping Trial (HI) & (I/C)	Technologies Research Assignment (HI)	
Outcomes	AG5-3, AG5-8 AG5-9	AG5-1,AG5-7,AG5-10 AG5-14	AG5-5, AG5-6, AG5-11,AG5-13	AG5-2,AG5-4 AG5-12	
Assessment					Weighting
Components					(%)
Knowledge and understanding	20	0	0	20	40
Skills	0	30	30	0	60
Weighting (%)	20	30	30	20	100



Subject: Agriculture Technology (200Hr)

Task Number	1	2	3	4	
Task Date	Term 1 2022  Week 8  10AGR1 Fri 18/3/22 LS2 WILE1	Term 2 2022 Week 2 10AGR1 Fri 6/5/22 LS2 WILE1	Term 3 2022 Week 6 10AGR1 Fri 26/8/22 LS2 WILE1	Term 4 2022 Week 2 10AGR1 Fri 21/10/22 LS2 WILE1	
Content Area	Sheep Production	The Goat Enterprise	Plant Production - Cropping	Future Farming	
Task Type	From Paddock to Market Research Task (HI)	Goat Production Presentation (HI) & (I/C)	Scientific Cropping Trial (HI) & (I/C)	Technologies Research Assignment (HI)	
Outcomes	AG5-3 AG5-8 AG5-9	AG5-1 AG5-7 AG5-10 AG5-14	AG5-5 AG5-6 AG5-11 AG5-13	AG5-2 AG5-4 AG5-12	
Assessment Components					Weighting (%)
Knowledge and understanding	20	0	0	20	40
Skills	0	30	30	0	60
Weighting (%)	20	30	30	20	100



Subject: Food Technology (100Hr)

Task Number	1	2	3	4	
	1 4 0 0 0 0	<u> </u>			-
Task Date	Term 1 2022	Term 2 2022	Term 3 2022	Term 4 2022	
	Week 9	Week 2	Week 8	Week 2	
	10FTE1	10FTE1	10FTE1	10FTE1	
	Wed 30/3/22 LS2 MURJ	Wed 4/5/22 LS3 MURJ	Wed 7/9/22 LS3 MURJ	Wed 19/10/22 LS3 MURJ	
	10FTE21	10FTE21	10FTE21	10FTE21	
	Fri 1/4/22 LS3 MURJ	Fri 2/5/22 LS2 MURJ	Fri 9/9/22 LS2 MURJ	Fri 21/10/22 LS2 MURJ	
Content Area	Food Selection and	Food Equity	Food Product	Food Trends	
	Health		Development		
Task Type	Report & Product	Food Hamper	Portfolio & Product	Recipe Card	
Tubil Type	Report (HI)		Portfolio (HI)		
	Product (I/C)	(HI) & (I/C)	Product (I/C)	(HI)	
Outcomes	FT5-1, FT5-2, FT5-3,	FT5-1, FT5-2, FT5-5, FT5-	FT5-1, FT5-2, FT5-5, FT5-7,	FT5-2, FT5-4, FT5-5,	
Outcomes	FT5-5, FT5-6, FT5-	6, FT5-7, FT5-8,	FT5-8, FT5-9, FT5-10, FT5-11,	FT5-6, FT5-7,	
	7, FT5-8 FT5-9, FT5-10,	FT5-9, FT5-10, FT5-11,	FT5-12, FT5-13	FT5-8, FT5-9,	
	FT5-11, FT5-12, FT5-13	FT5-12, FT5-13		FT5-10, FT5-11	
Assessment					Weighting
Components					(%)
Knowledge and	15	10	25	10	` ,
	15	10	25	10	60
understanding	1.0	45	10		4.0
Skills	10	15	10	5	40
TAT : 1 :: (0/2	25	25	25	4 F	100
Weighting (%)	25	25	35	15	100



Subject: Food Technology (200Hr)

Task Number	1	2	3	4	
Task Date	Term 1 2022	Term 2 2022	Term 3 2022	Term 4 2022	
	Week 9 10FTE1 Wed 30/3/22 LS2 MURJ	Week 2 10FTE1 Wed 4/5/22 LS3 MURJ	Week 8 10FTE1 Wed 7/9/22 LS3 MURJ	Week 2 10FTE1 Wed 19/10/22 LS3 MURJ	
	10FTE21 Fri 1/4/22 LS3 MURJ	10FTE21 Fri 2/5/22 LS2 MURJ	10FTE21 Fri 9/9/22 LS2 MURJ	10FTE21 Fri 21/10/22 LS2 MURJ	
Content Area	Food Selection and Health	Food Equity	Food Product Development	Food Trends	
Task Type	Report & Product Report (HI) Product (I/C)	Food Hamper (HI) & (I/C)	Portfolio & Product Portfolio (HI) Product (I/C)	Recipe Card (HI)	
Outcomes	FT5-1, FT5-2, FT5-3, FT5-5, FT5-6, FT5- 7, FT5-8 FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5- 12, FT5-13	FT5-1, FT5-2, FT5-5, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	FT5-2, FT5-4, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11	
Assessment Components					Weighting (%)
Knowledge and understanding	15	10	25	10	60
Skills	10	15	10	5	40
Weighting (%)	25	25	35	15	100



Subject: Japanese

Task Number	1	2	3	4	
Task Date	Term 1 2022	Term 2 2022	Term 3 2022	Term 4 2022	
	Week 6  10JAP1 Thur 03/03/2022 LS2 YANC	Week 1 10JAP1 Thur 28/04/2022 LS1 YANC	Week 7 10JAP1 Thu 01/09/2022 3pm YANC	Week 2 10JAP1 Wed 19/10/2022 LS3 YANC	
Content Area	Greetings & Introductions	Family & Pets; Dates & Birthdays; Countries & Nationalities; Describing People	School; Weather	Food; Places & Directions; Leisure	
Task Type	Interactive Task (I/C)	Topic Test (I/C)	Weather Report (HI)	Topic Test (I/C)	
Outcomes	LSP5-1C; LSP5-2C LSP5-3C; LSP5-4C LSP5-5U; LSP5-8U	LSP5-1C; LSP5-2C LSP5-3C; LSP5-4C LSP5-6U; LSP5-7U LSP5-8U	LSP5-1C; LSP5-2C LSP5-3C; LSP5-4C LSP5-5U; LSP5-6U LSP5-7U; LSP5-8U	LSP5-1C; LSP5-2C LSP5-3C; LSP5-4C LSP5-5U; LSP5-6U LSP5-7U; LSP5-8U	
Assessment					Weighting
Components					(%)
Listening	5	5	5	10	25
Reading	0	10	5	10	25
Speaking	5	0	5	10	20
Writing	0	10	10	10	30
Weighting (%)	10	25	25	40	100



Subject: Music

Task Number	1	2	3	4	
Task Date	Term 1 2022	Term 2 2022	Term 3 2022	Term 4 2022	
	Week 9	Week 5	Week 7	Week 2	
	10MUS Wed 23/3/2022 LS3 HALN	10MUS Wed 25/5/2022 LS2 HALN	10MUS Wed 31/8/2022 LS2 HALN	10MUS Wed 19/10/2022 LS3 HALN	
Content Area	Rock Music	Australian	Music for Small	Music for Film, Radio and	
		Music	Ensembles	Television	
Task Type	Performance	Listening Task	Performance and Viva Voce	Film Composition	
	(I/C)	(I/C)	(I/C)	(I/C)	
Outcomes	5.1, 5.2, 5.3	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.7, 5.8, 5.9	5.4, 5.5, 5.6	
Assessment					Weighting
Components					(%)
Performance	20	0	15	0	35
Listening & Musicology	0	20	15	0	35
Composition	0	0	0	30	30
	20	20	30	30	100
Weighting (%)					



Subject: Physical Activity and Sports Science (PASS)

Task Number	1	2	3	4	
Task Date	Term 1 2022  Week 9  10PASS1  Fri 25/03/22 STEM 5 pm via online platform 10PASS2  Fri 25/03/22 MUSR 5 pm via online platform	Term 1-2 2022 Weeks 10-2 Part A Fri 6/05/22 5pm STEM (HI) Fri 6/05/22 5pm MUSR (HI) Part B 10PASS1 (IC during weeks 10-2 practical lessons) 10PASS2 (IC during weeks 10-2 practical lessons)	Term 3 2022  Week 9  10PASS1  Wed 14/09/22 LS2 STEM Combining with 10 PASS1 10PASS2 Wed 14/09/22 LS2 MUSR	Term 3-4 2022 Weeks 10-2 10PASS1 STEM 10PASS2 MUSR Advised by teacher	
Content Area	Be Street Smart	Recreational Activities Practical	Difference and Diversity, Be Street Smart, Life Design	Mini Net and Court Games	
Task Type	Presentation (I/C) or (HI)	Practical Performance (HI) & (I/C)	Examination (I/C)	Practical Analysis (I/C)	
Outcomes	PD5-1, PD5-6, PD5-7, PD5-9	PD 5-4, PD 5-5, PD 5-7, PD 5-8	PD 5-1, PD 5-2, PD 5-3, PD5-6, PD 5-7, PD5-9, PD 5-10	PD 5-4, PD 5-5, PD 5- 10, PD 5-11	
Assessment					Weighting
Components					(%)
Knowledge and understanding of course content	15	10	10	15	50
Skills in: Comprehending texts Communicating ideas Using language accurately, appropriately and effectively	10	15	15	10	50
Weighting (%)	25	25	25	25	100



Subject: Industrial Technology - Timber (200Hr)

Subject. Muustrial	reemiology	- 11111001 (200111)			
Task Number	1	2	3	4	
Task Date	Term 1	Term 2 2022	Term 3	Term 4 2022	
	2022	Week 2	2022	Week 4	
	Week 10	10 INDTT1 Fri 6/5/2022 LS2 POTL	Week 5	10 INDTT1 Mon 31/10/2022 LS1 POTL	
	10 INDTT1 Fri 1/4/2022 LS 2 POTL	1110/0/2022 2021012	10 INDTT1 Fri 19/8/2022 LS3 POTL	101101, 10, 2022 2011 012	
Content Area	Timber 2	Timber 2	Timber 2	Timber 2	
Task Type	Practical Class Test	Project 1 & Portfolio 1	Industry Study	Project 2	
	(I/C)	(I/C)	(HI)	(I/C)	
Outcomes	IND5-3, IND5- 5, IND5-7	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	IND5-1, IND5-9, IND5-10	IND5-1, IND5-2, IND5-3, IND5- 4, IND5-6, IND5-7	
Assessment					Weighting
Components					(%)
Knowledge and understanding	15	0	15	10	40
Skills	0	30	0	30	60
Weighting (%)	15	30	15	40	100



Subject: Visual Arts

Task Number	1	2	3	4	
Task Date	Term 2 2022	Term	Term 3 2022	Term 4 2022	
	Week 2	2 2022	Week 8	Week 4	
	10VAR1 Fri 6/5/2022 LS2 PETJ	Week 4 10VAR1 Fri 20/5/2022 LS2 PETJ	10VAR1 Fri 9/9/2022 LS2 PETJ	10VAR1 Fri 4/11/2021 LS2 PETJ	
Content Area	Art Critical/ Historical Study	Art Making	Art Critical/ Historical Study	Art Making	
Task Type	Response to unseen images	Art Making and Process Diary	Extended Response	Art Making and Process Diary	
	(HI)	(I/C)	(HI)	(I/C)	
Outcomes	5.7, 5.8, 5.9	5.2, 5.3, 5.4	5.7, 5.8, 5.9, 5.10	5.1, 5.4, 5.5, 5.6	
Assessment Components					Weighting (%)
Art Critical/Historical Study	20	0	30	0	50
Art Making	0	30	0	20	50
Weighting (%)	20	30	30	20	100

#### Year 10 Assessment Schedules 2022

# Vocational Education & Training

Business Services Construction Information & Digital Technologies Primary Industries

Early Commencement Student Year 10 2022



### **VOCATIONAL EDUCATION & TRAINING**

#### Course Assessment

Assessment in Vocational Education and Training (VET) courses occur throughout the 240 hour course (over two years). Assessment is primarily **competency-based**, using a range of assessment tools, such as questioning, observation, portfolios and structured activities to determine a student's competency against set industry standards. **Standards referenced** assessment is used to assess a student's understanding of the underpinning course knowledge and concepts. Such assessment typically occurs during the Preliminary and Trial HSC examinations.

Competency achievement will be reported on in the academic reports. Student competency achievement is also progressively recorded in teacher assessment registers and the NESA online portal, which provide for regular and systematic feedback on student performance.

Successful achievement of ALL course competencies will attain the student the AQF qualification. Successful achievement of some course competencies will attain the student a Statement of Attainment towards the AQF qualification.

In order to satisfactorily complete NESA requirements, students must undertake a **minimum of 70 hours structured work placement** over the 240 hour (2 year) course, with 35 hours to be completed in each year of study.

Students who meet specific benchmarks may apply for Recognition of Prior Learning (RPL) to have their qualifications/current work used to demonstrate completion of some competencies and/or to meet the mandatory work placement hour requirements.

The HSC examinable units of competency for each VET course are in bold print as listed on the following pages. The external HSC examination is <u>optional</u>. All ATAR pathway students are required to complete the Trial HSC Examination task to ensure that an estimated mark can be submitted to NESA to safeguard against misadventure during the HSC examinations. NON ATAR pathway students will have the opportunity to finalise their intention towards the optional HSC examination during the final year of their VET course.



## **BUSINESS SERVICES**

## 2022-23 Competency Task Assessment Schedule:

Task Name	Safety & Wellbeing	Innovation & Technology	Sustainability	Working in the Business Services Industry
Task Timing	Term 1, Week 11 6/4/22 LS3 HOLS	Term 3, Week 10 21/9/22 LS1 HOLS	Term 4, Week 10 14/12/22 LS1 HOLS	Term 3, Week 7 2023
Competencies Assessed	BSBWHS311 BSBPEF201	BSBCRT311 BSBTEC201 BSBESB302 BSBTEC301	BSBSUS211 BSBOPS301	BSBTWK301 BSBXCM301 BSBPEF301 BSBOPS304 BSBINS302

#### 2022-23 Standards Referenced Assessment Schedule:

Task Name	Preliminary Examination	Trial HSC Examination
Task Timing	Term 3, Week 8-9 2022 HOLS	Term 3, Week 2023 Week 3-5
Competencies Addressed	See next page	See next page



#### BSB30115 Certificate III in Business (R2)

The units of competency delivered and assessed over the 2 years for the achievement of the HSC and Certificate III in Business are listed below.

Unit Code	Unit Title	
BSBWHS311	Assist with maintaining workplace safety	
BSBPEF201	Support personal wellbeing in the workplace	
BSBCRT311	Apply critical thinking skills in a team environment	
BSBTEC201	Use business software applications	
BSBESB302	Develop and present business proposals	
BSBTEC301	Design and produce business documents	
BSBSUS211	Participate in sustainable work practices	
BSBOPS301	Maintain business resources	
BSBTWK301	Use inclusive work practices	
BSBXCM301	Engage in workplace communication	
BSBPEF301	Organise personal work priorities	
BSBOPS304	Deliver and monitor a service to customers	
BSBINS302	Organise workplace information	

All units are assessed through competency-based tasks and must be achieved for the achievement of the Certificate III in Business



## CONSTRUCTION

## 2022-23 Competency Task Assessment Schedule:

Task Name	Safe on Site	Construction Induction Course	Chipping Away	Set in Stone	The Project
Task Timing	Term 1, Week 11 6/4/22 LS4 POTL	Term 1 TBA POTL	Term 3, Week 10 21/9/22 LS4 POTL	Term 4, Week 10 14/12/22 LS4 POTL	Term 3, Week 6 2023 POTL
Competencies Assessed	CPCCWHS2001 CPCCOM1014	CPCCWHS1001	CPCCCA2002 CPCCCA2011 CPCCOM1015 CPCCOM2001	CPCCCO2013 CPCCCM2006	CPCCVE1011 CPCCOM1013 CPCCCM2004 CPCCCM2005 CPCCOM1012

### 2022-23 Standards Referenced Assessment Schedule:

Task Name	Preliminary Examination	Trial HSC Examination
Task Timing	Term 3, Week 8-9 2022 POTL	Term 3, Week 3-5 2023
Competencies Addressed	See table below	See table below



## **AQF QUALIFICATION:** CPC20220 Certificate II in Construction (Pathways)

The units of competency delivered and assessed over the 2 years for the achievement of the HSC and Certificate II in Construction are listed below.

Unit Code	Unit Title	
CPCCWHS2001 CPCCOM1014 CPCCWHS1001 CPCCCA2002 CPCCCA2011 CPCCOM1015 CPCCOM2001 CPCCCO2013 CPCCCM2006 CPCCVW1011 CPCCOM1013 CPCCCM2004 CPCCCM2005 CPCCCM2005 CPCCCM1012	Apply WHS requirements, policies and procedures in the construction industry Conduct workplace communication Prepare to work safely in the construction industry Use carpentry tools and equipment Handle carpentry materials Carry out measurements and calculations Read and interpret plans and specifications Carry out concreting to simple forms Apply basic levelling procedures Undertake a basic construction project Plan and organise work Handle construction materials Use construction tools and equipment Work effectively and sustainably in the construction industry	All units are assessed through competency-based tasks and must be achieved for the attainment of the Certificate II in Construction (Pathways)



## PRIMARY INDUSTRIES

## 2022-23 Competency Task Assessment Schedule:

Task Name	Working on the Farm	Rip it Up	Safe Boundaries	Livestock
Task Timing	Term 2, 2022 Week 9 11PRI1 Wed 22/6/22 LS3 WILE	Term 3, 2022 Week 7 11PRI1 Wed 31/8/22 LS3 WILE	Term 4, 2022 Week 8 11PRI Wed 30/11/22 LS3 WILE	Term 3, Week 6 2023 WILE
Competencies Assessed	AHCWRK201 AHCPMG202 AHCPMG201 AHCWRK209 AHCCHM201	AHCMOM202 AHCMOM203 AHCBIO201	AHCWHS201 AHCWRK205 AHCINF201 AHCINF202	AHCWRK204 AHCLSK202 AHCLSK204 AHCLSK205 AHCLSK209 AHCLSK211

### 2022-23 Standards Referenced Assessment Schedule:

Task Name	Preliminary Examination	Trial HSC Examination
Task Timing	Term 3, Week 8-9 2022 WILE	Term 3, Week 3-5 2023 WILE
Competencies Addressed	See table below	See table below



**AQF QUALIFICATION:** AHC20116 Certificate II in Agriculture

The core units of competency delivered and assessed over the 2 years for the achievement of the HSC and Certificate II in Agriculture are listed below.

Unit Code	Unit Title	
AHCWHS201	Participate in WHS processes	
AHCWRK209	Participate in environmentally sustainable work practices	
AHCCHM201	Apply chemicals under supervision	All units are assessed through competency-based tasks
AHCWRK201	Observe and report on weather	and must be achieved for the attainment of the
AHCWRK204	Work effectively in the industry	Certificate II in Agriculture
AHCLSK202	Care for health and welfare of livestock	
AHCPMG202	Treat plant, pests, diseases and disorders	
AHCWRK205	Participate in workplace communications	
AHCINF201	Carry out basic electric fencing operations	Units (in bold) are examinable for the Preliminary,
AHCINF202	Install, maintain and repair farm fencing	Trial HSC and HSC Examination.
AHCLSK204	Carry out regular livestock observation	
AHCLSK205	Handle livestock using basic techniques	
AHCBIO201	Inspect and clean machinery for plant, animal and soil material	
AHCLSK211	Provide feed for livestock	
AHCMOM202	Operate tractors	
AHCMOM203	Operate basic machinery and equipment	
AHCPMG201	Treat weeds	
AHCLSK209	Monitor water supplies	



## **INFORMATION & DIGITAL TECHNOLOGY**

## 2022-23 Competency Task Assessment Schedule:

Task Name	Safety in IT & Cyber Security	Critical Thinking	Help Desk	Websites
Task Timing	Term 2, Week 10 1/7/22 LS2 YOUM	Term 3, Week 10 23/9/22 LS3 YOUM	Term 4, Week 10 16/12/22 LS2 YOUM	Term 3, Week 6 2023 YOUM
Competencies Assessed	BSBWHS311 CUAANM301 BSBXCS303 BSBXCS301	BSBCRT311 BSBXTW301 ICTICT313	ICTSAS305 ICTICT309	ICTPRG302 ICTWEB304 ICTWEB305

#### 2022-23 Standards Referenced Assessment Schedule:

Task Name	Preliminary Examination	Trial HSC Examination
Task Timing	Term 3, 2022 Week 8-9 YOUM	Term 3, 2023 Week 3-5 YOUM
Competencies Addressed	See next page	See next page



#### **AQF QUALIFICATION**

#### ICT30120 SOA towards Certificate III in Information Technology (R2)

The units of competency delivered and assessed over the 2 years for the achievement of the HSC and SOA towards Certificate III in IT are listed below.

Unit Code	Unit Title
BSBWHS311	Assist with maintaining workplace safety
CUAANM301	Create 2D digital animations
BSBXCS303	Securely manage personally identifiable information and workplace information
BSBXCS301	Protect own personal online profile from cyber security threats
BSBCRT311	Apply critical thinking skills in a team environment
BSBXTW301	Work in a team
ICTICT313	Identify IP, ethics and privacy policies in ICT environments
ICTSAS305	Provide ICT advice to clients
ICTICT309	Create ICT user documentation
ICTPRG302	Apply introductory programming techniques
ICTWEB304	Build simple web pages
ICTWEB305	Produce digital images for the web

All units are assessed through competency-based tasks and must be achieved for the achievement of the SOA towards Certificate III in IT