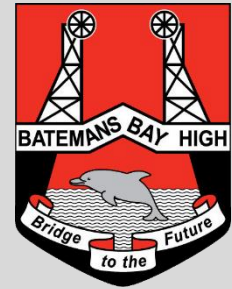




Education



Year 12

.....
HSC Assessment Schedule 2024

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Principal's Message

The Higher School Certificate (HSC) remains the foremost exit qualification for NSW high school students. Changes to strengthen the HSC have reaffirmed its place as a state, national and international credential.

The stronger HSC standards are intended to motivate and challenge students to achieve at their highest possible level, reduce excessive stress, and give them more skills and career options. This is achieved by enforcing a minimum literacy and numeracy standard, updating the curriculum and streamlining assessment.

Internal school assessment is an integral component of the HSC course. It allows student performance to be measured in a varied way over a period of time, rather than relying solely on a final examination.

The current HSC curriculum and assessment practices are reflected in this booklet. The general principles, rules and procedures of HSC assessment at Batemans Bay High School are presented, along with a schedule which lists the specific requirements and tasks for each course.

The New South Wales Education Standards Authority (NESA) presides over the HSC and ensures schools apply its policies and processes fairly and consistently. Students and parents are advised to read the supplementary information online at the NESA website www.educationstandards.nsw.edu.au and refer to it any time for detailed and accurate information on all aspects of the HSC.

The importance of reading and understanding these requirements cannot be stressed highly enough. Parents can contact the school at any time in regard to HSC and their child's progress.

Success in the HSC is a combination of effort, resilience, commitment and an ability to focus your energies on what you need to do and to go about doing it.

It is time to focus your energy on your studies, your strengths and to find the resilience you need to achieve your goals. I encourage you all to access support to help you settle into your learning. If you are concerned or feel you are struggling, please see your teachers, head teacher, year advisor or deputy principal so that we can form a plan to support you through the HSC.

Be kind to yourself, your friends and family.

Trust and believe in yourself. You can succeed if you put your mind to it.

Paula Hambly
Principal

Assessment policy

This booklet outlines the Batemans Bay High School Stage 6 Assessment Policy.

It aims to help senior students by:

- informing them of the aims and various practical aspects of the HSC assessment system,
- warning them of certain rules they must follow and requirements they must meet, and
- listing in a simple and standard fashion the assessment tasks in each course, while showing the particular outcomes, components and weightings for each task.

This booklet should be read in conjunction with NESA assessment policies available online at www.boardofstudies.nsw.edu.au.

For each course (except externally delivered courses such as TVET and Distance Education courses), an assessment schedule has been included in this booklet. It identifies;

- the general nature of each task
- the course outcomes that will be assessed
- the estimated date of the task
- the weighting of each task towards the final assessment mark.

If a student leaves school for any reason between the end of Year 10 and Year 12, they will be awarded a Record of School Achievement (ROSA), reporting on their performance in the most recently completed year.

Assessment tasks are subject to change from year to year. Information in this booklet applies to students sitting the HSC in 2024. While the information is correct at the time of printing, in some circumstances, information may change.

It is important for students to check the specific notification for each individual task that is handed out by their class teacher.

What is assessment?

School-based assessment allows teachers to measure student learning in a variety of ways not possible under examination conditions. It provides a more balanced representation of student achievement over the entire duration of the HSC course. As such, it is a vital component of learning and students will be ranked and graded in each course at the end of the Preliminary HSC. Although Preliminary HSC assessment marks are not used in the calculation of HSC marks, successful completion of the Preliminary HSC is a prerequisite to continuation.

Another very important role of assessment is to assist student learning. It allows teachers to provide meaningful feedback to students. This feedback will clearly indicate the extent to which the course outcomes have been achieved. Such feedback acknowledges what students can do and what they need to do in order to improve their level of achievement.

Assessment methods

Assessment tasks take a variety of forms in an attempt to accurately measure a student's knowledge and skills. The methods used could include both formal test situations and less formal, but nonetheless systematic observations of student performance.

In all subjects these may involve some of the following:

- half-yearly and yearly examinations,
- written, practical, oral and/or aural tests,
- class and/or home assignments including essays and practical tasks,
- individual and team projects of varying degrees of length and complexity,
- oral presentations, or fieldwork.

The responsibilities of the school

The school is required to provide students with the following information:

- An assessment schedule that has been developed for each course, within the guidelines provided by the NESA, incorporating mandatory assessment components and weightings for that course
- NESA document [HSC Rules and Procedures Guide](#)
- The assessment policy and procedure and a student sign off acknowledgement
- Written notification provided to students at least two (2) weeks in advance of the scheduled assessment task

At the completion of each task, students will receive:

- A mark for that task
- The marking criteria and
- Feedback concerning areas for further improvement

In exceptional circumstances, some tasks may be rescheduled or substituted during the course of the year. In such cases, head teachers or class teachers will inform students of the new arrangements and provide an additional sign off.

Where a completed task has been declared void, a new task will be set, and the same requirement of two week's notification will be upheld.

The responsibilities of the Student

It is the responsibility of the student to:

- Complete each course in which they are enrolled. This will be demonstrated by:
 - following the course that has been developed or endorsed by NESA,
 - applying themselves with diligence and sustained effort to the set tasks and experiences provided by the course, and
 - achieving some or all of the course outcomes.
- Attend all classes. Continued absence from class may mean that a student is not applying themselves with diligence and sustained effort and can therefore lead to an 'N Determination' warning.
- Complete all set course work and learning tasks (not just Assessment Tasks) in order to achieve course outcomes even when absent from class.
- Make a serious attempt at all tasks which are set out in the assessment program for each course.
- Complete all tasks by 11:59pm on the due date unless otherwise specified in the task notification.
- Present work that is their own, in the specified form by the due date. A student who is found guilty of malpractice will be given a zero mark for the task and an 'N Determination' warning will be issued.
- Contact the school if you cannot complete an assessment task due to illness or misadventure on the day the task is due. The parent/carer should communicate with the head teacher of the relevant faculty. An "Illness and Misadventure Application" **must** be completed and returned to the deputy principal, who will then determine the case. Supporting documentation must be provided in writing, such as a medical certificate for illness, or a satisfactory explanation in the case of misadventure, explaining the inability to do the task. It is not the responsibility of teachers to request an appeal. An "Illness and Misadventure Application" has been included in this document or is available from the deputy principal.
- Sit examinations during their scheduled times. No exemptions will be given. If a student fails to sit an examination, the illness and misadventure process must be followed.
- Approach the relevant head teacher before the due date of the task where an absence is known in advance. Students should use the "Appeal for Change of Due Date" form, or, in the case of mandatory VET work placement, the log of work expected to be completed during the placement. An alternative date or task cannot be negotiated during examination periods. Failure to negotiate a change of date in advance will result in a zero mark.
- Complete mandatory work placement if enrolled in a VET course.
- Complete tasks immediately on return to the course specific class after an absence. In cases where tasks may be assessed over several days (For example, speeches and presentations) and a student is absent, the student must be prepared to present their task on the first day they return to school.

The responsibilities of the Teacher

It is the responsibility of the teacher to:

- Develop an assessment schedule of three tasks for Year 11 and four tasks for Year 12 of various types for 2 unit courses in line with NESAs requirements (for instance formal examinations, practical tests, oral presentations).
- Allocate weightings to each of the tasks in accordance with the component weightings and the school's judgement of the relative importance of each task.
- Supply their students with detailed information (task notifications) about each assessment.
- Notify students in writing of the course assessment requirements.
- Notify students in writing at least two weeks prior to each task. This notification will include:
 - The date the task is due,
 - A description of the task,
 - The weighting of the task,
 - The outcomes being assessed, and
 - The criteria on which the task will be marked.
- Notify students and their parents in writing by issuing a 'N Determination' warning letter if they fail to meet course requirements, including assessment requirements.
- Negotiate a suitable change of date if it is necessary to change the notified date of a set assessment task.
- Arrange for disability provisions and or adjustments for the completion of assessment tasks for those students who were granted such provisions by the Learning and Support Teacher (LaST), or in accordance with the adjustments and accommodations agreed upon in the student's current Individual Learning Plan.
- Ensure that assessment tasks are returned within two weeks of submission to students with a mark or grade and feedback to assist improvement in student performance. This feedback should include:
 - The student's achievement in relation to the outcomes
 - The student's position relative to the course group.
 - Appropriate and specific feedback about the student's performance in the task.
 - Comment in relation to the marking guidelines, and strategies and suggestions for improvement.

Teachers will also:

- Collate and maintain the assessment marks and related information during the course.
- Refer appeals and variations to the deputy principal and/or principal for determination, under exceptional circumstances.
- If a change of date for completion of a task is required there is no need for a further two weeks' notice provided the task is not being brought forward.
- Under certain circumstances, teachers may find it necessary to vary their Assessment Schedules. If this should occur, students will be informed in writing.

The responsibilities of the Head Teacher

In order to support students to successfully meet the NESAs requirements for HSC courses and assessment, head teachers will:

- Negotiate with the deputy principal any alternative arrangements for a task to be approved.
- Keep a copy of the task in print and/or electronic form in case the original is mislaid.
- Make recommendations about extensions, malpractice, illness/misadventure and refer to deputy.
- Follow up any concerns with assessment tasks at the time they are marked and returned. (see Appeals Procedure for school based assessment task)
- Check assessment schedules to ensure they accurately reflect course component weightings and ensure all students must follow the principles and practices of good scholarship, as described in the [HSC: All My Own Work](#) program.
- Ensure all students comply with the standard set out by NESAs in [Honesty in HSC Assessment - the Standard](#).
- Maintain 'markbooks' and or centralised systems of record keeping to suit the reporting methods used by Batemans Bay High School.
- Ensure that all classes doing the same assessment task for the same course are dealt with equitably.

What happens if a student fails to fulfil their responsibilities?

If a student fails to fulfil their responsibilities, they may receive:

- A zero mark for work that is not their own.
- A zero mark for work not submitted by the due date.
- A zero mark for a non-serious attempt.
- A zero mark for work not granted consideration due to illness/misadventure.
- An 'N Determination' warning in a particular course if they fail to complete tasks which represent in excess of 50% of the possible assessment marks in that course.

Failure to meet responsibilities may result in an 'N Determination' warning letter, which may place a student's HSC in jeopardy. Students and parents will be warned in writing.

Notification of assessment tasks

Assessment tasks are clearly designated and notice of the due date is given in writing to students at least two weeks in advance (see sample Notification of Assessment Task included in this document). Students who are absent from school or class on the day a task is issued have the responsibility to collect the task from the teacher and sign for it. Students cannot use the excuse that they were absent on the day a task was issued and therefore unable to complete or sit the task. Assessment tasks will not be due or take place in the one-week period before half-yearly or yearly examinations.

School based assessment task appeals procedure

In the event that a student questions or has concerns relating to marked assessment tasks, these must be raised with the teacher within two to three days of receipt of the marked task. All further appeals should be directed to the deputy principal within five days of the decision.

In particular, appeals can only be made on the basis of:

- The weightings specified by the school not conforming with the Board's requirements.
- The procedures used by the school for determining the final assessment mark do not conform with its stated program.
- Breach of the Batemans Bay High School Assessment Policy.
- There being computational or other clerical errors in determination of the assessment mark.

If necessary, appeals may be referred to the principal for determination.

The Standard – Completing assessment tasks honestly

This standard sets out the NESA requirements concerning students submitting their own work in HSC assessment. Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with the standard honestly and with good scholarship.

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

What is meant by good scholarship?

Good scholarship means three things.

- **Being honest and ethical:** you must be honest about what is your own work and what isn't, and about where you got your information.
- **Listing all your sources:** research using different sources of information is an important part of HSC work. Being an ethical researcher and a good scholar means listing all your sources and correctly citing each source.
- **Using your own words:** communicate what you have learnt in your own words. This isn't always easy to do but it is very important and really worth the effort.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the NESA subject specification documentation. Use of inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats malpractice very seriously and any detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. They include:

- [Honesty in HSC Assessment - the Standard](#)
- [Rules and Procedures for Higher School Certificate Candidates](#)
- [Assessment Certification and Examination Manual](#)
- [Advice for students about HSC assessment](#)
- [HSC Assessment and Submitted Works - Advice to Students](#)
- [HSC Assessments and Submitted Works - Advice to Parents](#)
- [HSC: All My Own Work](#)
- [HSC assessment in a standards-referenced framework - A Guide to Best Practice](#)

Non-serious attempts

Students are warned that NESA does not treat non-serious attempts lightly and may prevent the award of an HSC, especially where it occurs during an actual HSC examination. Non-serious attempts include:

- Failure to submit an assessment task.
- Submitting a frivolous attempt of an assessment task.
- Failure to submit, on request, evidence of weekly work completed.

Where a student fails to comply with NESA or school requirements for the satisfactory completion of a Preliminary or HSC course, the student will receive an official warning letter from the school outlining the nature of any outstanding work or assessment tasks and a reasonable time frame in which to complete it.

Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others.

It includes, but is not limited to:

- Copying someone else's work in part or wholly, and presenting it as your own. This includes the use of Generative Artificial Intelligence (GAI) programs like ChatGPT and other.
- Using material directly from books, journals, CDs or the internet without reference to the source
- Building on the ideas of another without reference to the source
- Buying, stealing or borrowing another person's work and presenting it as your own
- Submitting work to which another person such as a parent, coach, tutor or subject expert has contributed substantially using words, ideas, designs or the workmanship of others in practical and performance tasks without paying appropriate acknowledgement
- Paying someone to write or prepare material
- Breaching school examination rules
- Using non-approved aides during an assessment task
- Contriving false expectations to explain work not handed in by the due date
- Assisting another student to engage in malpractice
- Not being present at school in the five days leading up to the task

Where malpractice is detected a zero will be given for the task. The school may apply additional penalties through the school's disciplinary measures at the discretion of the Principal.

Generative Artificial Intelligence (GAI) in Assessment Tasks

Generative artificial intelligence is a term used to describe algorithms and systems that can be used to create new content, including text, audio, code, images, simulations, and videos. This includes programs like ChatGPT.

The following rules apply to using GAI in assessment situations:

- Students are prohibited from using GAI to complete assessment tasks unless the task specifically allows for it.
- Students are not permitted to use GAI to complete portions of assessment tasks, unless explicitly stated within the task instructions.
- If the use of GAI is allowed in completing an academic task, students are required to disclose its use, as directed by the task instructions.
- In cases where GAI is used, students must provide proper attribution by including the source of GAI content in their work through a bibliography.
- Students are not allowed to use GAI for generating responses to open-ended questions or critical thinking tasks.

Assessment in VET courses

VET courses use competency-based assessment. This enables students to gain a nationally recognised Australian Qualification Framework (AQF) credential.

It is mandatory that all students studying VET courses do the mandatory work-placement. Failure to satisfactorily complete work-placement will result in an 'N Determination' for the course.

Official warning letters

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- Followed the course developed or endorsed by the Board; and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- Achieved some or all of the course outcomes.

Where students do not complete components of the course, and do not subsequently provide documented explanation, official warning letters of concern ('N' determination warning letters) will be sent to parents/caregivers outlining the areas of unsatisfactory completion of course requirements, including zero marks being awarded.

The warning letter is designed to give students the opportunity to redeem themselves. It will contain details of work to be completed and the timeframe for completion and return. To redeem an official warning letter, the student must comply with the letter's requirements in full.

Failure to submit assessment items to a reasonable standard will make it impossible for the principal to determine if the student has achieved course outcomes. It may also indicate that a student has not applied themselves with diligence and sustained effort. In the case of failure to submit an assessable item, the principal or their delegate who will follow the 'N' Determination process.

Technology problems

Computer, Internet and printer malfunctions are not automatically grounds for misadventure, particularly if the completion and printing of tasks is left until the night before a task is due. However, a misadventure application may be lodged provided that a student is able to show evidence of their work. This evidence may be in the form of:

- a draft printout of the task,
- a hand written draft version of the task,
- an electronic copy of the task given to the teacher, in the case of a printer malfunction.

Students should also regularly show their teacher drafts of their work as it progresses so that teachers can verify they have sighted this and seen the work in progress.

Furthermore, students must be able to supply independent evidence of technology problems (e.g. a letter from a computer repairer).

An 'N Determination' warning and zero mark and will be awarded if a student is unable to show evidence of the task in draft form. It is recommended that students keep a back-up copy of tasks in progress. Students can email themselves a copy of the task each, thereby having access to the latest copy of the task from any computer connected to the Internet.

New enrolments

Special provision will be made for students who enrol in the school after the commencement of the assessment program. These students will not be required to do the tasks they have missed. They will do the tasks that fall due after they have enrolled in the course and be given a ranking based on these tasks provided that the head teacher concludes that the number of tasks done is sufficient to make the ranking valid i.e. the combined weighting of the tasks is greater than 50% of the total assessment mark. If this is not the case, then alternative arrangements will be made.

Students and parents should be aware that it is not valid to include marks gained in one course or with one group of students in the calculation of the assessment mark in another course or with another group of students.

NESA special provisions

NESA may grant special provision to students who have medical conditions that require, for example, rest breaks, food, special furniture. Where provisions are likely to be granted by the NESA they will also be available to students during the Trial HSC exams. Students who have special needs should discuss them with the school counsellor/learning support teacher as early as possible so that appropriate documentation can be completed.

Excursions and school events

Timetabled assessment tasks must take precedence over all other school activities. Students are required to sit for the assessment task or submit a hand in task as scheduled. No allowance will be made for students who attend an excursion for another subject instead of fulfilling their HSC Assessment obligations on the given date unless alternative arrangements have been pre-arranged.

Tips for Being a Successful Student

✓ **Be Organised**

The first step towards success at school is to be organised. This means that you know where you keep your books and equipment, know when school work is due, and can find things when you need them. If you have your own room, make sure that all your books and equipment are in one place.

Check your timetable each evening before going to bed. Then use this information to pack your school bag. If you have a system like this, you will never forget your books or equipment. A school diary is a very useful resource that can help you get organised. Your diary will have a calendar and a weekly planner where you can write when homework, assignments or other school work is due. Develop a habit of regularly writing in your diary and looking up the things you write. A study guide is a great tool that can help you get organised. You can quickly glance over important dates and events. Your study guide works well with your diary if you regularly update your guide with dates you write in your diary. A weekly planner not only tells you when school work is due, but it can also help you plan your time by allowing you to calculate, at a glance, how much time you have left before something is due.

Your weekly planner should be updated every week to reflect the amount of time you need to spend on different tasks. You should have separate exercise books for all subjects. You should use headings and subheadings for things you write, and you should always date your work so it's easier to sequence.

✓ **Prioritise Your Time and Work**

To prioritise means to make a decision on what is important and what needs to be done first. To help you prioritise you should have clear and manageable learning goals and know what you have to do to achieve those goals.

Being organised, knowing when work is due, and knowing how much time you have to do it, will help you set priorities and find time to do things that are urgent and important. Make a short list of the most urgent or most important things you have to do. This list should not be too long - five or so items at a time - and you should always complete the item at the top of the list first.

Your *To Do* list will help you always feel in control and it will give you a sense of achievement. Your *To Do* list should have all your urgent tasks on it to help you to remember that they have to be done. The most urgent tasks should be at the top of your list. Important things are not always urgent, but they have to be done - and you must find the time to do them. There is a range of important things, and these things are not just school work. However, by prioritising you will be able to find a balance between everything that is important to you.

It is important to have learning goals. Learning goals should be realistic and manageable. For example, think about your learning goals a year from now, but also think about all the small steps that will allow you to get there. Plan on doing the small steps first, and then gradually build up. Knowing where you want to go makes getting there a lot easier. If you are not sure about your goals, talk to someone who can help you work out where you want to be and how to get there.

School work is very important, but so are the other things you do after school. The trick is to find a balance between the different things you do after school. Use a weekly planner to help you in this process. Work out all the things you have to do that week (prioritise), then see how much time is left for other things. Finding the right balance will reduce stress and help you stay on task.

✓ **Get Things Done**

Getting things done can be time-consuming and challenging, but if you are organised and you have your priorities right, it will make your workload easier.

Bigger tasks should be broken down into smaller parts. Each assignment or project should be broken down into smaller, manageable components, and then time should be allocated to each component in your weekly planner. This makes big jobs easier to do and it reduces stress.

When breaking things down, make sure that you understand all the steps that have to be completed, and then work on the first step until it is done. Only when you have completed the first step should you move on to the next step. Your study schedule should help you work out how much time you have to complete each step.

Going over your class notes and linking them to key skills and concepts should be something you do at home during the time set aside to do homework. Even if your teacher does not set this activity explicitly for homework, you should be doing this regularly at home.

Making study notes is the process of linking content learned in class to key skills and processes. Once you have your study notes you will find it is much easier to do assessment tasks and prepare for tests and examinations as these always ask you to link knowledge to key skills.

You should ask for feedback from your teacher on your progress to see that you are doing the right thing and that you are on the right track. If you give yourself enough time to complete your work, you should be able to show your teacher a fairly complete draft at least several days before the work is due. This will give your teacher time to get back to you and give you time to act on the feedback you get.

Formatting a bibliography

A bibliography is a list of resources used in preparing a piece of work. When writing up a piece of work you will need to cite (quote) the bibliographical references of all the resources you have used. For the purpose of this task, bibliographical references need to be cited in an alphabetical list at the end of the work.

Website

Author's surname, initials. (Year). Title. (*use italics*) [Internet]. Place of publication (city or town): Publisher (if ascertainable). Available at: URL [accessed date].

Holland, M. (1996). *Harvard System*. [Internet]. Poole: Bournemouth University. Available at: <http://www.bournemouth.ac.uk/service-depts/lis/LIS-Pub/harvardsys.html> [accessed 6 May 2001].

E-mail references

Langford, L (1998). Information Literacy (online). Available at: email@langford@csu.edu.au

Documents

Sickles, Dan. (1864) "Historicus's Version in *Selected Reports From the Official Records* (online). Available at <http://www.arthes.com:1030/Oct.23> 1996

CD-ROMs

Author's surname, initials. (Year). Title: (*use italics*) [CD-ROM]. Place of publication: Publisher.

Hawking, S.W. (1994). *A Brief History of Time: an interactive adventure*. [CD-ROM]. New York: Crunch Media.

Books

Author's surname, initials. (Year). Title of Book (*use italics*). Place of publication (city or town): Publisher.

Dixon, J. (1993). *How to be a successful student*. Ringwood: Penguin Books.

Books (edited)

Editor's surname, initials. (ed.) (Year). *Title of Book*. Place of publication: Publisher.

Morgan, J. (ed.) (1993). *How to be a successful author*. Ringwood: Penguin Books.

Reference Books

Title of book. (Year). Place of publication: Publisher.

The Cambridge Encyclopaedia of Human Evolution. (1992). Cambridge: Cambridge Uni. Press.

Journal Articles

Author's surname, initials. (Year). Title of article. Title of journal (*use italics*) Volume, number, month/season, page numbers of article.

Burns, S. (1989). There's more than one way to learn. *Australian Wellbeing* No 33, Oct, pp. 42-44.

Newspaper articles

Author's surname, initials. (Year). Title of article. Title of newspaper (*use italics*). Date of publication, page numbers of article.

Popham, B. (1997). Saving the Future. *Weekend Australian*. 7 February, p.10.

Interviews

Surname of interviewee, First initial. Kind of interview. Date of interview.

Archer, N. Telephone interview. 11 October, 1999.

Videos

Series title. Series number. Title (*use italics*). (Year). Place of publication: Publisher. Date of transmission, [Medium: Format].

Fragile Earth. 5. *South American Wetland*. (1982). London: BBC. 17 October, [video: VHS]

Annotated bibliography

An annotated bibliography is simply an organised list of sources, each of which is followed by a brief note or annotation. These annotations do one or more of the following: describe the content and focus of the resource; suggest the usefulness of the resource to your research; evaluate its method, conclusions or reliability; record your reactions to the resource.

Glossary of Key Verbs for the Higher School Certificate

HSC course syllabuses, school internal assessment tasks and examination questions have key words that state what students are expected to be able to do.

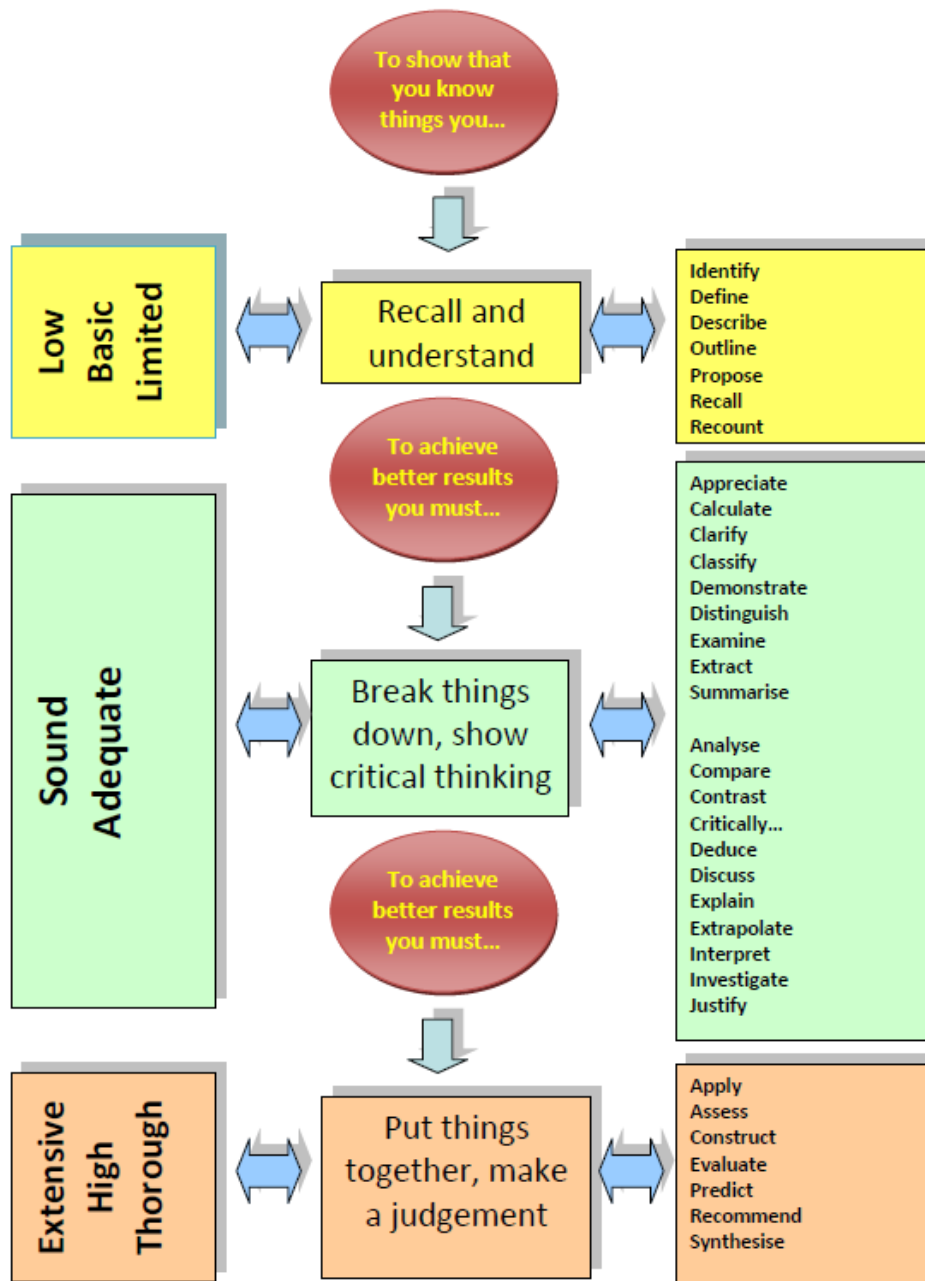
This glossary of key verbs has been developed to help provide a common language and consistent meaning in HSC tasks and examinations. Using the glossary will help you understand what is expected in answers to questions in examinations and assessment tasks.

Key Word	Definition – what you have to do
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

The Sequence of Key Verbs

Students should be aware that the key words used by the NESA in examinations and course outcomes are verbs or doing words. These verbs can explicitly guide students when studying, completing assessment tasks, or preparing for exams. These verbs can also be sequenced by the level of difficulty – with lower order verbs typically linked to questions worth fewer marks, and with higher order verbs typically associated with questions worth more marks. There is an explicit link between students' ability to engage in higher order thinking using higher order verbs and high achievement in the HSC.

Key Skills and Levels of Achievement



Batemans Bay HS

2023/2024 Request for Change of Date for Assessment



The appeal should be made verbally to the class teacher initially, and then in writing to the Head Teacher.

To the Faculty Head Teacher	
Student Name: 	Course: Task:
Class Teacher: 	Date task due:
Proposed new date: 	Has the matter been discussed with class teacher? <div style="text-align: center;"> Yes No </div>
Reason for appeal (attached appropriate documentation): 	
Head Teacher recommendation and new date for task: 	
Date appeal received by Head Teacher: _____ Signature of Head Teacher: 	
Student notified: <div style="text-align: center;"> Yes No </div>	Date:
Approved by Deputy Principal Signature: 	Date:

Batemans Bay HS

2023/2024 Illness and Misadventure Application



If illness, misadventure, or other special circumstances prevent you from completing an assessment task on or by the due date, you must do the following:

- Advise the Head Teacher on or before the due date, either in person or by a phone call to the school, AND
- Complete this form and attach appropriate documentation and present it to the Deputy Principal on the day you return to school.

Part A: To be completed by student					
Student Name:					
Class Teacher:					
Course:					
Assessment Task:				Original Due Date:	
Circle reason for appeal	Illness	Misadventure	Approved Leave	School Commitment	Other
Explanation <i>(attach supporting documents such as medical certificate and/or letter from parent/carer)</i>					
Student <i>(signed)</i>				Date	
Part B: To be completed by Head Teacher					
Recommendation			School notified on day		Yes <input type="checkbox"/> No <input type="checkbox"/>
Head Teacher <i>(signed)</i>				Date	
Part C: To be completed by Deputy Principal					
<input type="checkbox"/> Upheld: Complete task, task due			<input type="checkbox"/> Faculty informed of decision		
<input type="checkbox"/> Upheld: Marks averaged at completion of course			<input type="checkbox"/> Student informed of decision		
<input type="checkbox"/> Dismissed: Zero marks, no N determination warning issued			<input type="checkbox"/> Entered on database		
<input type="checkbox"/> Dismissed: Zero marks, N determination warning issued					
<input type="checkbox"/> Other:					
Deputy Principal <i>(signed)</i>				Date	

Batemans Bay High School

Student Assessment Planner

2023 – 2024 HSC

Note:

The following pages have been included so that you may record the actual date of your Assessment Tasks.

- By using your term calendar, you should be able to avoid that last minute panic.
- If overcrowding of tasks is evident, speak with your class teacher and/or year advisor.

Term dates

Term 4, 2023	Monday 9 October to Friday 15 December (School Development Days Monday 18, Tuesday 19 December)
Term 1, 2024	Thursday 1 February to Friday 12 April (School Development Days Tuesday 30, Wednesday 31 January)
Term 2, 2024	Tuesday 30 April to Friday 5 June (School Development Day Monday 29 April)
Term 3, 2024	Tuesday 23 July to Friday 27 September (School Development Day Monday 22 July)

Term 4 2023

	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
OCT	1	9	10	11	12	13	
OCT	2	16	17	18	19	20	
OCT	3	23	24	25	26	27	
OCT/ NOV	4	30	31	1	2	3	
NOV	5	6	7	8	9	10	
NOV	6	13	14	15	16	17	
NOV	7	20	21	22	23	24	
NOV/ DEC	8	27	28	29	30	1	
DEC	9	4	5	6	7	8	
DEC	10	11	12	13	14	15 Last day for students	
DEC	11	18 School Development Day	18 School Development Day				

Term 1 2024

	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
JAN/ FEB	1	29	30 School Development Day	31 School Development Day	1 Year 7,11,12 Begin School	2 Year 8,9,10 Begin School	
FEB	2	5	6	7	8	9	
FEB	3	12	13	14	15	16	
FEB	4	19	20	21	22	23	
FEB/ MAR	5	26	27	28	29	1	
MAR	6	4	5	6	7	8	
MAR	7	11	12	13	14	15	
MAR	8	18	19	20	21	22	
MAR	9	25	26	27	28	29 Public Holiday	
APR	10	1 Public Holiday	2	3	4	5	
APR	11	8	9	10	11	12	

Term 2 2024

	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
APR	1	29 School Development Day	30 School Begins All Years	1	2	3	
MAY	2	6	7	8	9	10	
MAY	3	13	14	15	16	17	
MAY	4	20	21	22	23	24	
MAY	5	27	28	29	30	31	
MAY/ JUN	6	3	4	5	6	7	
JUN	7	10 Public Holiday	11	12	13	14	
JUN	8	17	18	19	20	21	
JUN	9	24	25	26	27	28	
JUN	10	1	2	3	4	5	

Term 3 2024

	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
JUL	1	22 School Development Day	23 School Begins All Years	24	25	26	
JUL/ AUG	2	29 Moratorium	30 Moratorium	31 Moratorium	1 Moratorium	2 Moratorium	
JUL	3	5 Trial HSC	6 Trial HSC	7 Trial HSC	8 Trial HSC	9 Trial HSC	
AUG	4	12 Trial HSC	13 Trial HSC	14 Trial HSC	15 Trial HSC	16 Trial HSC	
AUG	5	19	20	21	22	23	
AUG	6	26	27	28	29	30	
SEP	7	2	3	4	5	6	
SEP	8	9	10	11	12	13	
SEP	9	16	17	18	19	20	
SEP	10	23	24	25	26	27	

HSC Assessment Schedules

The following section of the assessment booklet provides the assessment overview for all HSC courses delivered by Batemans Bay High School, giving students an indication of what will be assessed and how it will be assessed. Students should pay close attention to the weighting of each task and how it contributes to the overall assessment mark.

The weeks provided in each overview are intended as a guide only and while information is correct at the time of printing, in some circumstances, information may change. It is important for students to check the specific notification for each individual task when it is handed out.

Term by Term Schedule

Term 4 2023	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
							Bio T1 Timber T1 Society T1 Chem T1 Geo T1 PDHPE T1 Hosp T1 Visual Arts T1 Textiles T1	Ag T1 Ancient His T1 D&T T1 Music T1 Con T1 English Adv English Std English Stu T1 Photo T1	Modern His T1 Legal St T1 Maths Adv T1 Maths Std2 T1 Maths Std1 T1 Numeracy T1 Aboriginal St T1 Business St T1 Drama T1 Physics T1 Manufac T1 Maths Ext1 Maths Ext2	CAFS T1	
Term 1, 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
			Eng Ext T1			Ancient His T2 SLR T1		Business T2 Modern His T2	Ag T2 CAFS T2 D&T T2 Eng Adv T2 Eng Std T2 Eng Stu T2 Music T2 Con T2	Aboriginal St T2 Drama T2 Legal T2 Math Adv T2 Math Ext 1 T2 Math Ext 2 T2 Numeracy T2 Math Std T2 Photo T2 Physics T2 Textiles T2 Manufac T2	Bio T2 Chem T2 Geo T2 Timber T2 PDHPE T2 Society T2 Visual T2 Hosp T2
Term 2, 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
			Ancient His T3	Eng Ext T2 History Ex T1 Textiles T3	Business St T3 Legal T3 SLR T2	History Ex T2 Modern His T3	CAFS T3 Eng Adv T3 Eng Std T3 Eng Stu T3 Music T3 Con T3	Aboriginal St T3 Chem T3 Drama T3 Geog T3 PDHPE T3 Photo T3 Physics T3 Visual T3 Hosp T3 Manufac T3	Ag T3 Bio T3 Timber T3 Math Adv T3 Math Ext 1 T3 Math Ext 2 T3 Numeracy T3 Math Std T3 Society T3		
Term 3, 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	D&T T3	Moratorium	Trial HSC Eng Stu T4 Major Work - Society TBC	Trial HSC Major Work - IT Timber TBC	Photo T4 Major Work – Textiles TBC	Numeracy T4 Major Work - D&T TBC Drama TBC	Major Work - Visual Art TBC	Major Work - Music TBC			

Aboriginal Studies		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 8	Term 3 Week 3 & 4
		Task: Research Topic: Social Justice and Human Rights Issues	Task: Major Project Topic: Research and Inquiry Methods	Task: Case Study Topic: Heritage and Identity	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: H1.2, H3.1, H3.2, H3.3	Outcomes: H4.1, H4.2	Outcomes: H1.1, H1.2, H1.3, H2.1, H2.2	Outcomes: Selection of all
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	25%	5%	10%	5%	5%
Research and inquiry methods, including aspects of the Major Project	20%	5%	10%		5%
Communication of information, ideas and issues in appropriate forms	15%		10%	5%	
Total	100%	20%	40%	20%	20%

Agriculture		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 9	Term 2 Weeks 9	Term 3 Week 3 & 4
		Task: Research Topic: Overview	Task: Farm Product Study Topic: Farm Product Study	Task: Practical Report Topic: The Effect of Plant Density	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: H3.3, H3.4, H5.1	Outcomes: H3.2, H3.4	Outcomes: H4.1, H3.4	Outcomes: H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1
Knowledge and understanding of course content	40%		20%		20%
Knowledge, understanding and skills required to manage agricultural production systems	40%	10%	10%	10%	10%
Skills in effective research, experimentation and communication	20%	10%		10%	
Total	100%	20%	30%	20%	30%

Ancient History		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 6	Term 2 Week 3	Term 3 Week 3 & 4
		Task: Extended Response Topic: Ancient Societies, Spartan Society to the Battle of Leuctra	Task: Podcast Topic: Historical Personality - Hatshepsut	Task: Historical Analysis Topic: Historical Period, Fall of The Roman Republic	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: AH12-5, AH12-6, AH12-9	Outcomes: AH12-3, AH12-4, AH12-7, AH12-10	Outcomes: AH12-1, AH12-2, AH12-8	Outcomes: Selection of all
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%	5%	5%
Historical inquiry and research	20%	5%	5%	5%	5%
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
Total	100%	25%	25%	25%	25%

Biology		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7	Term 1 Week 11	Term 2 Week 9	Term 3 Week 3 & 4
		Task: Data Analysis Topic: Heredity	Task: Literature Review Topic: Genetic Change	Task: Depth Study Topic: Infectious Disease	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: BIO11/12-4, 5, 6, 7, 12	Outcomes: BIO11/12-4, 5, 6, 7, 13	Outcomes: BIO11/12-1, 2, 3, 4, 5, 7, 14	Outcomes: BIO11/12-4, 5, 6, 7, 12, 13, 14, 15
Knowledge and understanding of course content	40%	5%	10%	5%	20%
Skills in working scientifically	60%	15%	10%	25%	10%
Total	100%	20%	20%	30%	30%

Business Studies		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 8	Term 2 Week 5	Term 3 Week 3 & 4
		Task: Extended Response Topic: Operations	Task: Topic Test Topic: Finance	Task: Business Report Topic: Marketing	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: H1, H2, H4, H9	Outcomes: H2, H5, H10	Outcomes: H3, H4, H5, H8, H9	Outcomes: Selection of all
Knowledge and understanding of course content	40%	5%	10%	5%	20%
Stimulus-based skills	20%		10%	5%	5%
Inquiry and research	20%	10%		10%	
Communication of business information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
Total	100%	20%	25%	25%	30%

Chemistry		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7	Term 1 Week 11	Term 2 Week 8	Term 3 Week 3 & 4
		Task: Application Topic: Organic Chemistry	Task: Practical Topic: Equilibrium and Acid Reactions /Acid base Reactions	Task: Depth Study Topic: Applying Chemical Ideas	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: CH11/12-1, 2, 3, 4, 5, 7,14	Outcomes: CH11/12-1, 2, 3, 4, 5, 6, 7, 12, 13	Outcomes: CH11/12-1, 2, 4, 5, 6, 7, 9,10,15	Outcomes: CH11/12-4, 5, 6, 7, 12, 13, 14, 15
Skills in working scientifically	60%	15%	25%	10%	10%
Knowledge and understanding of course content	40%	5%	5%	10%	20%
Total	100%	20%	30%	20%	30%

Community and Family Studies		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 10	Term 1 Week 9	Term 2 Week 7	Term 3 Week 3 & 4
		Task: Independent Research Project (IRP) Topic: Core – Research Methodology	Task: In Class Extended Response Writing Topic: Option – Individuals and Work	Task: Research Task and Written Questions Topic: Core - Parenting and Caring	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: H4.1, H4.2	Outcomes: H2.3, H3.4, H5.2, H6.2	Outcomes: H1.1, H2.1, H3.2, H3.4	Outcomes: Selection of all
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Skills in critical thinking, research methodology, analysing and communicating	60%	15%	15%	17.5%	12.5%
Total	100%	20%	25%	27.5%	27.5%

Design and Technology		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 9	Term 3 Week 1	Term 3 Week 3 & 4
		Task: Presentation Topic: Project Proposal	Task: Case Study Topic: Innovation	Task: Analysis Topic: Design Process Review	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: H1.1, H1.2, H3.2, H4.1, H4.2, H5.1, H5.2	Outcomes: H1.2, H2.1, H2.2, H3.1, H5.2, H6.1, H6.2	Outcomes: H3.2, H4.2, H4.3, H5.1, H6.1, H6.2	Outcomes: H1.1, H1.2, H2.1, H2.2, H3.1 H4.1, H4.3, H6.2
Knowledge and understanding of course content	40%	10%	20%		10%
Knowledge and skills in designing, managing, producing and evaluating a major design project	60%	20%		30%	10%
Total	100%	30%	20%	30%	20%

Drama		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 8	Term 3 Week 3 & 4
		Task: Performance Essay Topic: Australian Theatre	Task: Workshop Task Topic: Approaches to Acting	Task: Individual Project (IP) and Group Performance (GP) Topic: Work in Progress Showcase	Trial HSC Examination Including Group Performance & Individual Performance
Course Component	Syllabus Weighting	Outcomes: H1.1, 1.2, 2.1, 2.3, 2.4, 3.1, 3.2, 3.3	Outcomes: H1.2, 1.5, 2.1, 2.3, 3.1, 3.2, 3.3	Outcomes: H1.1, 1.3, 1.4, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 3.2	Outcomes: H1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3
Making	40%	10%		15%	15%
Performing	30%	5%	5%	10%	10%
Critically Studying	30%	10%	15%		5%
Total	100%	25%	20%	25%	30%

English Advanced		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 9	Term 2 Week 7	Term 3 Week 3 & 4
		Task: Writing Common Module: Common Module: Texts and Human Experiences	Task: Multimodal Presentation Module A: Textual Conversations	Task: Writing Portfolio Module C: The Craft of Writing	Trial HSC Examination Module B: Critical Study of Literature
Course Component	Syllabus Weighting	Outcomes: EA12-3, EA12-5, EA12-7	Outcomes: EA12-2, EA12-6, EA12-8	Outcomes: EA12-4, EA12-9	Outcomes: Selection of all
Knowledge and understanding of course content	50%	10%	10%	15%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	15%	10%	15%
Total	100%	20%	25%	25%	30%

English Standard		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 9	Term 2 Week 7	Term 3 Week 3 & 4
		Task: Writing Common Module: Texts and Human Experiences	Task: Multimodal Presentation Module B: Close Study of Literature	Task: Writing Portfolio Module C: The Craft of Writing	Trial HSC Examination Module A: Language
Course Component	Syllabus Weighting	Outcomes: EN12-3, EN12-5, EN12-7	Outcomes: EN12-1, EN12-2, EN12-8	Outcomes: EN12-4, EN12-6, EN12-9	Outcomes: Selection of all
Knowledge and understanding of course content	50%	10%	10%	15%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	15%	10%	15%
Total	100%	20%	25%	25%	30%

English Studies		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 9	Term 2 Week 7	Term 3 Week 3
		Task: Essay Writing Common Module: Texts and Human Experiences	Task: Multimodal Travel Article Module C: On the Road. English and the Language of Travel	Task: In Class Exam Module F: MiTunes	Collection of Classwork Common Module, Module C, Module F
Course Component	Syllabus Weighting	Outcomes: ES12-4, ES12-7, ES12-8, ES12-9	Outcomes: ES12-2, ES12-3, ES12-5, ES12-10	Outcomes: ES12-1, ES12-2, ES12-7, ES12-9	Outcomes: ES12-4, ES12-6, ES12-7, ES12-10
Knowledge and understanding of course content	50%	10%	10%	10%	20%
Skills in: <ul style="list-style-type: none"> • Comprehending texts • Communicating ideas • Using language accurately, appropriately and effectively 	50%	10%	10%	10%	20%
Total	100%	20%	20%	20%	40%

Geography		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7	Term 1 Week 11	Term 2 Week 8	Term 3, Week 3 & 4
		Task: Geographic Inquiry and Fieldwork Topic: Ecosystems at Risk	Task: Test Topic: Urban Places	Task: Skills and Research Presentation Topic: People and Economic Activity	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: H2, H8, H10, H13	Outcomes: H1, H3, H9, H12	Outcomes: H1, H4, H9, H13	Outcomes: H1, H9, H11, H12, H13
Knowledge and understanding of course content	40%	5%	10%	5%	20%
Geographical tools and skills	20%	5%	5%	5%	5%
Geographic inquiry and research, including fieldwork	20%	10%		10%	
Communication of geographical information, ideas and issues in appropriate forms	20%	5%	5%	10%	
Total	100%	25%	20%	30%	25%

History Extension		Task 1	Task 2	Task 3
		Term 2 Week 4	Term 2 Week 6	Term 3 Week 3 & 4
		Task: History Project Topic: Historical Process (Proposal, process log and annotated sources)	Task: History Project Topic: Essay	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: HE12.1	Outcomes: HE12.1, HE12.2, HE12.3, HE12.4	Outcomes: HE12.1, HE12.3, HE12.4
Knowledge and understanding of significant historical ideas and processes	40%	15%	10%	15%
Skills in designing, undertaking and communicating historical inquiry and analysis	60%	15%	30%	15%
Total	100%	30%	40%	30%

Industrial Technology - Timber		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7	Term 1 Week 11	Term 2 Week 9	Term 3 Week 3 & 4
		Task: Presentation: Research, Design, Management and Planning Topic: Folio Development – Design, Management & Communication MDP	Task: Industry Study Report Topic: Industry Study in-class Essay	Task: Presentation: Major Project. Progress and Evaluation Topic: Industry Study in-class Essay	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: H1.1, H1.2, H1.3, H3.1, H3.2, H4.1, H5.1, H6.1, H6.2, H7.1, H7.2	Outcomes: H1.2, H3.1, H3.2, H3.3, H4.2, H4.3, H5.1, H5.2, H6.2	Outcomes: H1.2, H3.1, H3.2, H3.3, H4.2, H4.3, H5.1, H5.2, H6.2	Outcomes: H1.2, H3.1, H3.2, H3.3, H4.2, H4.3, H5.1, 5.2
Knowledge and understanding of course content	40%		15%	5%	20%
Knowledge and skills in the design, management, communication and production of a major project	60%	30%		30%	
Total	100%	30%	15%	35%	20%

Legal Studies		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 5	Term 3 Week 3 & 4
		Task: Research Task Topic: Crime	Task: In Class Test Topic: Human Rights	Task: In Class Test Topic: World Order	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: H2, H3, H5, H6, H9	Outcomes: H4, H5, H7, H8, H10	Outcomes: H5, H6, H8, H9	Outcomes: Selection of all
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Analysis and evaluation	20%	5%	5%	5%	5%
Inquiry and research	20%	10%	5%	5%	
Communication of legal information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
Total	100%	25%	25%	25%	25%

Mathematics Advanced		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Week 3 & 4
		Task: Class Test Topic: Further Differentiation	Task: Investigation Topic: Trigonometric Functions, Graphing Techniques	Task: Class Test Topic: Bivariate Data, Continuous Random Variables, The Normal Distribution	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: MA12-3, MA12-6, MA12-7, MA12-10	Outcomes: MA12-1, MA12-5, MA12-9, MA12-10	Outcomes: MA12-8, MA12-9, MA12-10	Outcomes: MA11-1 to MA11-10, MA12-1 to MA12-10
Understanding, Fluency and Communication	50%	12.5%	10%	12.5%	15%
Problem solving, Reasoning and Justification	50%	12.5%	10%	12.5%	15%
Total	100%	25%	20%	25%	30%

Mathematics Extension 1		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Week 3 & 4
		Task: Class Test Topic: Mathematical Induction Vectors	Task: Class Test Topic: Further Vectors Calculus	Task: Investigation Topic: Projectile Motion	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: ME12-1, ME12-2, ME12-7	Outcomes: ME12-1, ME12-2, ME12-4, ME12-6	Outcomes: ME12-2, ME12-6, ME12-7	Outcomes: ME11-1 to ME11-7 ME12-1 to ME12-7
Understanding, Fluency and Communication	50%	12.5%	12.5%	10%	15%
Problem solving, Reasoning and Justification	50%	12.5%	12.5%	10%	15%
Total	100%	25%	25%	20%	30%

Mathematics Extension 2		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Week 3 & 4
		Task: Class Test Topic: Complex Numbers	Task: Investigation Topic: Complex Numbers (Fractals)	Task: Class Test Topic: 3D Vectors, Further Integration	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: MEX12.1, MEX12.2 MEX12.4 MEX12-7 MEX12.8	Outcomes: MEX12-1, MEX12-4, MEX12-7, MEX12-8	Outcomes: MEX12.1, MEX12.3, MEX12.5, MEX12.7, MEX12-8	Outcomes: MEX12.1 to MEX12-8
Understanding, Fluency and Communication	50%	12.5%	10%	12.5%	15%
Problem solving, Reasoning and Justification	50%	12.5%	10%	12.5%	15%
Total	100%	25%	20%	25%	30%

Mathematics Numeracy		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Week 6
		Task: Assignment New Job, New Adventure Topic: Distance	Task: Assignment Alternate Olympics Topic: Space and Design	Task: Assignment Rule of Thirds Topic: Rate and Ratios	Task: Assignment Explorations in Numeracy Topic: Length, Mass and Capacity
Course Component	Syllabus Weighting	Outcomes: N6-2.3, N6-2.4, N6-2.5, N6-3.1,	Outcomes: N6-1.3, N6-2.2, N6-2.5, N6-3.2	Outcomes: N6-1.1, N6-2.3, N6-2.5, N6-3.1,	Outcomes: N6-1.1, N6-2.6, N6-3.1, N6-3.2,
Knowledge and understanding	50%	10%	10%	15%	15%
Skills	50%	15%	10%	10%	15%
Total	100%	25%	20%	25%	30%

Mathematics Standard 1		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Week 3 & 4
		Task: Class Test Topic: Rates Investments	Task: Assignment Topic: Further Statistical Analysis	Task: Class Test Topic: Networks, Right Angled Triangles	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: MS1-12-3, MS1- 12-5, MS1-12-9, MS1-12-10	Outcomes: MS1-12-2, MS1- 12-7, MS1-12-9, MS1-12-10	Outcomes: MS1-12-3, MS1- 12-4, MS1-12-8, MS1-12-9	Outcomes: MS-11-11 to 10 MS1-12-1 to 10
Understanding, Fluency and Communication	50%	12.5%	10%	12.5%	15%
Problem solving, Reasoning and Justification	50%	12.5%	10%	12.5%	15%
Total	100%	25%	20%	25%	30%

Mathematics Standard 2		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Week 3 & 4
		Task: Class Test Topic: Rates/Ratios Investments/Loans	Task: Assignment Topic: Bivariate Data	Task: Class Test Topic: Network Concepts, Annuities, Non-Linear, Relationships	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-10	Outcomes: MS2-12-2, MS2-12-3, MS2-12-7, MS2-12-9, MS2-12-10	Outcomes: MS2-12-5, MS2-12-6, MS2-12-8	Outcomes: MS11-1 to 10 MS2-12-1 to 10
Understanding, Fluency and Communication	50%	12.5%	10%	12.5%	15%
Problem solving, Reasoning and Justification	50%	12.5%	10%	12.5%	15%
Total	100%	25%	20%	25%	30%

Modern History		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 8	Term 2 Week 6	Term 3 Week 3 & 4
		Task: Research Topic: Power and Authority in the Modern World 1919-1946	Task: Historical Analysis Topic: USA National Studies	Task: Multimedia Presentation Topic: Peace and Conflict	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: MH4, MH 6, MH8	Outcomes: MH2, MH7, MH9	Outcomes: MH5, MH8, MH9	Outcomes: MH1, MH3, MH9
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%		10%
Historical inquiry and research	20%	10%		10%	
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
Total	100%	25%	20%	25%	30%

Music 1		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 9	Term 2 Week 7	Term 3 Week 3 & 4
		Task: Viva Voce Presentation or Submission - Elective option for Topic 1 Topic: Music of the 20 th and 21 st Centuries	Task: Composition Presentation or Submission - Elective option for Topic 2 Topic: Popular Music	Task: Core Performance Presentation or Submission - Elective option for Topic 3 Topic: Elective Topic	Task: Trial HSC Examination Aural skills written task; Presentation or submission - Elective option for Topics 1, 2, 3
Course Component	Syllabus Weighting	Outcomes: H1-H8*	Outcomes: H1-H8*	Outcomes: H1-H8*	Outcomes: H1-H8*
Performance	10%			10%	
Composition	10%		10%		
Musicology	10%	10%			
Aural	25%	5%		5%	15%
Electives	45%	10%	10%	10%	15%
Total	100%	25%	20%	25%	30%

* Teacher will select appropriate outcomes based on Elective options selected by each student.

Personal Development, Health and Physical Education		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7	Term 1 Week 11	Term 2 Week 8	Term 3 Week 3 & 4
		Task: In Class Research Essay Topic: Core 1 – Health Priorities in Australia	Task: Presentation Topic: Core 2 – Factors Affecting Performance	Task: Written Questions Topic: Option 3 – Sports Medicine	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: H2, H14, H15, H16	Outcomes: H8, H10, H16, H17	Outcomes: H8, H13, H17	Outcomes: Selection of all
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Skills in critical thinking, research, analysis and communicating	60%	15%	15%	15%	15%
Total	100%	25%	25%	25%	25%

Photography, Video and Digital Imaging		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 10	Term 2 Week 8	Term 3 Week 5
		Task: Digital Imaging Topic: Developing a Point of View	Task: Case Study Topic: The Arranged Image	Task: Video Topic: Investigation into Contemporary Film Making	Task: Formal Examination including Major Portfolio
Course Component	Syllabus Weighting	Outcomes: M1, M2, M6	Outcomes: CH1, CH2, CH4	Outcomes: M3, M4, M5	Outcomes: M1, M2, M3, CH1, CH2, CH3, CH4, CH5
Making	70%	25%	25%		20%
Critical and Historical Studies	30%			20%	10%
Total	100%	25%	25%	20%	30%

Physics		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 8	Term 3 Week 3 & 4
		Task: Practical Report Topic: Advanced Mechanics	Task: Depth Study Topic: Electromagnetism	Task: Research Topic: Nature of Light	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: PH11/12-3, 4, 5, 6, 7, 12	Outcomes: PH11/12-1, 2, 3, 4, 5, 6, 7, 13	Outcomes: PH11/12-4, 5, 6, 7, 14	Outcomes: PH11/12-4, 5, 6, 7, 12, 13, 14, 15
Knowledge and understanding of course content	40%	5%	5%	15%	15%
Skills in working scientifically	60%	15%	25%	5%	15%
Total	100%	20%	30%	20%	30%

Society and Culture		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7	Term 1 Week 11	Term 2 Week 9	Term 3 Week 3 & 4
		Task: Research Topic: Social & Cultural Continuity and Change	Task: Research Topic: Popular Culture	Task: Research Topic: Social Inclusion and Exclusion	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: H1, H3, H5, H6, H7, H9	Outcomes: H1, H3, H5, H7, H8, H9, H10	Outcomes: H1, H3, H5, H7, H9, H10	Outcomes: H1, H2, H3, H4, H5, H6, H7, H9, H10
Knowledge and understanding of course content	50%	15%	10%	15%	10%
Application and evaluation of social and cultural research methods	30%	5%	5%	10%	10%
Communication of information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
Total	100%	25%	20%	30%	25%

Sport, Lifestyle and Recreation Studies		Task 1	Task 2	Task 3
		Term 1 Week 6	Term 2 Week 5	Term 3 Week 3 & 4
		Task: Practical Performance/ Theory Test Topic: Aquatics	Task: Practical Composition Topic: Gymnastics	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: 1.3, 3.6, 4.4, 4.5	Outcomes: 1.1, 1.3, 2.1, 4.4	Outcomes: Selection of all
Knowledge and understanding of course content	50%	10%	10%	30%
Skills	50%	25%	25%	
Total	100%	35%	35%	30%

Textiles and Design		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7	Term 1 Week 10	Term 2 Week 4	Term 3 Week 3 & 4
		Task: Project Proposal Presentation and Section 1 & 2 Folio Topic: Design /Major Textiles Project	Task: Research Report and in Class Question Task Topic: Properties and Performance	Task: Project Analysis Report and Section 3&4 Folio Topic: All Topics /Major Textiles Project	Trial HSC Examination
Course Component	Syllabus Weighting	Outcomes: H1.1, H1.2, H2.3, H6.1	Outcomes: H3.1, H3.2, H4.1	Outcomes: H2.1, H2.2, H2.3	Outcomes: H1.3, H2.1 H3.1, H3.2, H4.1, H4.2, H5.1, H5.2, H6.1
Knowledge and understanding of course content	50%		25%		25%
Skills and knowledge in the design, manufacturing, and management of a major textiles project	50%	25%		25%	
Total	100%	25%	25%	25%	25%

Visual Arts		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7	Term 1 Week 11	Term 2 Week 8	Term 3 Week 3 & 4
		Task: Extended Response and VAPD Topic: Case Study 1	Task: Work in Progress: Interview Topic: Body of Work	Task: Research Presentation and VAPD Topic: Case Study 3	Task: Trial HSC Examination Written Examination and Body of Work
Course Component	Syllabus Weighting	Outcomes: H7, H8, H9, H10	Outcomes: H1, H2, H3, H4, H5, H6	Outcomes: H7, H8, H9, H10	Outcomes: Selection of all
Art making	50%		25%		25%
Art criticism and art history	50%	20%		25%	5%
Total	100%	20%	25%	25%	30%

HSC Assessment Advice for VET Courses

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

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

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

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

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

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

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

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

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

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

Work placement advice from NESA in response to COVID

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

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

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

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

Construction Pathways

Assessment Summary for CPC20211 Certificate II in Construction Pathways

Requirements for HSC purposes			Dates			
Work Placement (compulsory for the HSC) 70 hours in total			2023, 2024			
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.			Term 3, 2024			
Assessment Plan			Evidence Collection			HSC
Cluster	Unit of Competency codes	Title of Unit of Competency	Direct observation – real time, simulated environment	Product based method structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status - Mandatory
Cluster 1	CPCCWHS1001	Prepare to work safely in the construction industry (Imported)	X	X	X	Y
Cluster 2	CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	X	X	X	Y
Cluster 3	CPCCCM1011	Undertake basic estimation and costing	X	X	X	Y
	s	Carry out measurements and calculations				
Cluster 4	CPCCPM1013	Plan and organise work	X	X	X	Y
	CPCCOM2001	Read and interpret plans and specifications				Y
Cluster 5 – Option 3 Joinery	CPCCJN2001	Assemble components	X	X	X	
	CPCCWP2002	Manufacture and assemble joinery components				
Cluster 6	CPCCCA2002	Use carpentry tools and equipment	X	X	X	Y
	CPCCCM2005	Use construction tools and equipment				
	CPCCCA2011	Handle carpentry materials				
Cluster 7	CPCCVE1011	Undertake a basic construction project	X	X	X	Y
	CPCCOM1012	Work effectively in the construction industry				

All the requirements of the VET qualification as stated in the TAS must be met to achieve the CPC20220 Certificate II in Construction Pathways and a Statement of Attainment towards CPC20120 Certificate II in Construction. The Statement of Attainment towards CPC20220 Certificate II in Construction Pathways and a Statement of Attainment towards CPC20120 Certificate II in Construction will be the possible AQF outcome if at least one UoC has been achieved in each qualification.

Hospitality

School Name: Batemans Bay High School

Assessment Schedule Year 12 – 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 2	Task 3	Task 4	Trial Exam**
		Term 4, 2023	Term 1, 2024	Term 2, 2024	Term 3, 2024 Week 3/4
Code	Unit of Competency				
SITHIND006	Source and use information on the hospitality industry	x			
SITHFAB024	Prepare and serve non-alcoholic beverages		x		
SITHFAB025	Prepare and serve espresso coffee		x		
SITHFAB027	Serve food and beverages		x		
BSBTWK201	Work effectively with others			x	
SITHIND007	Use hospitality skills effectively			x	

Depending on the achievement of units of competency, the possible qualification outcome is **SIT20322 Certificate II in Hospitality**

The Exam Task 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.

Manufacturing and Engineering Introduction

MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 certificate II in Engineering Pathways.

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 35 hours in total	Term 1/2 - 2024
There is NO HSC Examination available in this Board Endorsed Course. This VET course cannot be used in the calculation of an ATAR	NA

Assessment Plan			Evidence Collection			
Cluster	Competency codes	Title of competency	Written Task/Questioning – written or oral related to knowledge e.g. quizzes, interviews	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks
Cluster 1 – Welcome to the Industry	MEM13015	Work safely and effectively in manufacturing and engineering				
	MEM16006	Organise and communicate information	x	x	x	
	MEM11011	Undertake manual handling				
Cluster 2 – Right tool, Right job	MEM18001	Use hand tools	x	x	x	
	MEM18002	Use power tools/ hand held operations				
Cluster 3 – Engineering in Practice	MEM12024	Perform computations				
	MEM16008	Interact with computer technology	x	x	x	
	MEM07032	Use workshop machines for basic operations				
Cluster 4 – Can we build it	MEMPE006 A	Undertake a basic engineering project	x	x	x	x
	MEMPE001 A	Use engineering workshop machines				
Cluster 5 – Sparks and Noise	MEMPE002 A	Use Electric welding machines	x	x		
	MEMPE004 A	Use fabrication equipment				
Cluster 6 – My pathway	MEMPE005 A	Develop a career plan for the engineering and manufacturing industry	x		x	

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the MEM10119 Certificate I in Engineering. The Statement of Attainment towards MEM10119 Certificate I in Engineering will only be the possible AQF outcome if at least one UoC has been achieved. The Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways will only be the possible AQF outcome if at least one UoC has been achieved.

