



# PRELIMINARY ASSESSMENT HANDBOOK

2022



## Principal's Message

Welcome to Year 11 at Gundagai High School. You have now started your Preliminary Studies and should be settling into your new subjects.

Year 11 is only a three term year for the Preliminary courses and each course will conclude at the end of term 3, 2022. It is important that you look through this booklet, plan each of your tasks and complete them on time to reach your potential in each of your chosen courses.

Please be familiar with the assessment policy, procedures and requirements that are outlined in this handbook. Completion of tasks, on time and with due diligence is an important factor for all your courses. The rules are very strict in the Preliminary and HSC years of your studies.

Your class teacher, Head Teachers and Stage 6 Coordinator are available for your assistance and guidance.

I wish you well in your educational endeavours in the senior years. Your successes will closely correlate with your efforts, so please make the most of your lesson time and the teacher guidance and support as your senior years will be over before you know it.



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Mr Simon Bridgeman  
Principal

# GUNDAGAI HIGH SCHOOL YEAR 11 ASSESSMENT HANDBOOK 2022

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# GUNDAGAI HIGH SCHOOL

## Year 11 Assessment Policy and Procedures – 2022

The purpose of assessment is to measure a student's performance and progress in relation to the stated outcomes of the course over an extended period and across a wider range of course objectives than can be assessed in a single examination. In some subjects, aspects of the course are to be assessed but not examined.

Ranking of assessment marks: Students will receive their mark and rank within two weeks of each task. Students will also receive their final rank for their Year 11 courses on their Yearly report.

Students will receive an A - E grade upon completion of their Year 11 courses. Their grade will be submitted to the NSW Education Standards Authority (NESA) and will appear on their Record of School Achievement (RoSA) if they are eligible to receive one. The grade will appear on their Yearly report. The Common Grade Scale for Preliminary Courses is used to report student achievement and is applied to student performance in assessment tasks. Students who only partially complete a Year 11 course will not receive a grade.

### Assessment Task Schedule

There is an assessment task schedule for each subject. The indicative timeline is provided on each schedule in this handbook. Each course schedule will be followed as published unless there are exceptional circumstances.

If it is impossible, or of disadvantage to students, to proceed with a task on the scheduled date, two weeks' notice of the revised date will be given. Also, if a scheduled task fails to show clear differences between students, a replacement task may be given (with due notice).

For Year 11, 2022 all assessment task schedules will reflect new mandatory requirements including:

- three tasks including minimum and maximum task weightings
- course components and weightings
- the number of optional formal written examinations
- any mandatory task types.

### Marks and Ranks

**Marked assessment tasks** will be returned to students showing the mark and the rank.

**Any queries about a task mark** must be made when the task is handed back and before the mark is recorded in the teacher's assessment record. Once the correct mark has been recorded, it cannot be questioned or be the reason for an appeal. A student does not have the right to question their teacher's professional judgment with regard to the marking of the content of an assessment task.

**Cheating** will result in a zero mark for the task involved. Any student proved to have given or received information on the content of an assessment task may be awarded zero marks.

**Missed tasks:** If a task is missed (or if it has not been submitted by the due date) and the student has not provided a valid reason, a mark of zero may be awarded. A zero mark is noted as a non-attempt.

Request for consideration:

1. Students who know in advance they will be absent for a task **must inform their teacher in writing** prior to the due date, as soon as they are aware of the impending absence. This must be signed by a parent/carer.
2. Students who miss a task due to an emergency must make every effort to phone the school before classes begin on the day of the scheduled assessment task. They must then see the relevant Head Teacher on the first day of their return, before attending class, to collect and complete an Illness/Misadventure form to apply for a late submission (see form immediately following the Assessment Policy and Procedures - 2022).
3. **If the student's absence extends beyond the date of the assessment task**, the student must contact the school to provide verbal advice about the extended absence. Other independent evidence must be submitted to support the additional date/s of absence. On the first day of their return, additional independent evidence to cover the additional date/s of absence must be presented to the relevant Head Teacher.
4. In all cases appropriate documentation must be provided and the matter discussed with the Head Teacher. Students who miss tasks because of illness must provide a medical certificate.
5. The medical certificate must be specific and include details of the onset of the condition, plus any additional dates of consultation, together with a statement about how this might be expected to affect the student's performance in the assessment task. A medical certificate only stating 'illness' will not be accepted. (Refer to NESA Assessment Certification Examination (ACE) 11003 Procedures for lodging an appeal - <https://ace.nesa.nsw.edu.au/ace-11003>). A proforma for this purpose is included following the Illness/Misadventure form on page 10 of this handbook.

**Alternative tasks:** If the reason\*\* for absence is accepted as valid by the Head Teacher, the teacher may:

- arrange for the student to attempt the task at a different time
- arrange for the student to attempt an alternative task. An alternative task might include similar knowledge, skills and outcomes to the missed task.
- generate an estimate for the task missed, but only in exceptional cases and with the authorisation of the Head Teacher and the Principal, at the end of the course. Where an advantage may be gained by a late submission, the allocated mark will be determined to maintain rank within the course.

**\*\* Attendance at a sporting or cultural event, or family holiday are not considered to be valid reasons. (Refer to NESA Assessment Certification Examination (ACE) 11004 Unacceptable grounds for appeal <https://ace.nesa.nsw.edu.au/ace-11004>).**

**Failure to complete tasks:** If a student fails to complete assessment tasks worth more than 50% of available marks, the Principal will not certify that the course has been satisfactorily studied. In such a case the student will not be eligible to proceed to commence study of the HSC course.

**Assessment Task Flow Chart:** Students should read the flow chart closely in order to understand the steps involved in the assessment process and 'N' Award (Non Award) determinations.

## **Checklist of students' responsibilities**

1. Acknowledge, by signature and date, that you have received and read this 2022 Year 11 Assessment Handbook.
2. Read carefully the extract from the NESA ACE website in relation to attendance and satisfactory completion of a Preliminary course (<https://ace.nesa.nsw.edu.au/ace-8023>).
3. Attend regularly, punctually and complete all assessment tasks. The assessment planner calendar and assessment task schedules are provided in advance to allow for planning ahead appropriately.
4. Keep a record of assessment marks and ranks.
5. For missed tasks, complete the Illness/Misadventure form, with appropriate supporting documentation, to apply for late submission.
  - a. This must be presented to the Head Teacher on the first day you return after your absence or beforehand if the absence was known in advance.
  - b. If your absence extends beyond the date of the assessment task, you must provide verbal advice to the school. On the first day you return, you must provide additional independent evidence to cover the additional date/s of absence.

# Common Grade Scale for Preliminary Courses

The Common Grade Scale shown below is used to report student achievement in the Preliminary year in all NSW schools.

The Common Grade Scale describes performance at each of the five grade levels.

<b>A</b>	The student demonstrates <b>extensive</b> knowledge of content and understanding of course concepts, and applies <b>highly developed</b> skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
<b>B</b>	The student demonstrates <b>thorough</b> knowledge of content and understanding of course concepts, and applies <b>well-developed</b> skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
<b>C</b>	The student demonstrates <b>sound</b> knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
<b>D</b>	The student demonstrates a <b>basic</b> knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
<b>E</b>	The student demonstrates an <b>elementary</b> knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas



# Frequently Asked Questions

## General Information

### **How many units do I need to study in Stage 6 in order to qualify for a Higher School Certificate (HSC)?**

You must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

1. at least 6 units from Board Developed Courses;
2. at least 2 units of a Board Developed Course in English (English Studies Content Endorsed Course satisfies the pattern of study English requirement);
3. at least 3 courses of 2 units value or greater (either Board Developed or Board Endorsed Courses);
4. at least 4 subjects.

To satisfy pattern of study requirements for the HSC a student may count a maximum of 6 units from courses in Science in the Preliminary pattern of study and 7 units from courses in the HSC pattern of study. This change allows for the study of Science Extension – a new one unit Year 12 course which will be examined for the first time as part of the 2022 HSC.

### **How can I demonstrate I have satisfactorily completed a Year 11 course?**

The following course completion criteria refer to both Year 11 and Year 12 courses.

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:

1. followed the course developed or endorsed by the Board; and
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes.

Satisfactory completion of the Year 11 course or its equivalent is a prerequisite for entry into a Year 12 course.

The principal has the right to determine whether absences have caused a student to be in danger of not fulfilling course completion criteria. As a general rule, students may be considered 'at risk' if their attendance rate falls below 85%.

As soon as a student appears to be 'at risk', the student and their parents/carers will be notified in writing. This warning will be given in sufficient time to allow the student to meet the course completion criteria. Should the criteria not be met, an 'N' determination will be awarded and the student may not progress to the related HSC course.

Students may appeal against the decision of an 'N' determination.

**Will I be permitted to change Year 11 courses/subjects or change levels within a subject?**

The principal may allow students to change courses/subjects up to a period of fifteen (15) school days after starting Year 11. Students must satisfactorily complete the new course before commencing study of the HSC course.

**What are the assessment requirements for Year 11 courses?**

In order for the principal to certify that students have satisfactorily completed the Year 11 course in terms of application and achievement, students must follow an assessment pattern which reflects new mandatory requirements including:

- three tasks including minimum and maximum task weightings
- course components and weightings
- the number of optional formal written examinations
- any mandatory task types.

**How many reports on student progress are there?**

There are three reports on student progress during the Year 11 course.

1. A profile report focusing on attitude and application will be completed at the end of week six in term one of the Year 11 course;
2. a Mid-Course report; and
3. an End of Course report

# Frequently Asked Questions

## Assessments

### **What tasks are assessment tasks?**

Not all work marked by your teachers is used for formal Year 11 Course Assessment. Other work is given to you to develop your knowledge and skills, and to prepare you for tasks that are assessable and to assess your learning.

If a task is assessable you will be:

1. provided with an assessment task notification in writing. This will contain information about the nature of the task and will indicate what percentage of the total assessment it will be worth.
2. given at least 2 weeks prior notice of the due date.

### **What happens if I know I am going to be absent to complete an assessment task?**

Students who know in advance they will be absent for a task must inform their teacher in writing prior to the due date, as soon as they are aware of the impending absence. This must be signed by a parent/carer.

### **What happens if I am absent when an assessment task is set?**

Part of the reason for this handbook is to help you organise and take responsibility for your own progress. If you are absent from school, it is your responsibility to find out what work you have missed and whether the exact timing of tasks has been set.

If your absence is through extended sickness, injury or an emergency, it is then up to you to follow the Illness/ Misadventure procedure in order to have alternative arrangements considered.

Students must make every effort to phone the school before classes begin on the day of the scheduled assessment task. They must then see the relevant Head Teacher on the first day of their return, before attending class, to collect and complete an Illness/Misadventure form to apply for a late submission

### **What happens if I do not submit an assessment task?**

Assessment tasks assess the knowledge and skills of a student against syllabus outcomes. It is the student's actual performance not potential performance. It is the students' performance in these tasks that culminates in the student's assessment mark and rank.

Your teacher will automatically send a Course Warning Letter when a task is not handed in by the due date.

If you are absent from an examination, test, or when an assessment task is due you must:

1. collect an Illness/Misadventure form from the Principal/Deputy Principal/Head Teacher for each task missed,
2. complete the form with relevant details and attach a medical certificate for illness,
3. hand the completed form to the Head Teacher of the subject area of the task missed.

The Head Teacher will consult with the teacher and a decision will be made.

There is an appeals process that is considered by the Principal which is outlined on the form.

If it is due to illness, supported by a medical certificate, or endorsed leave:

- a) The teacher may give you an extension of time
- b) The teacher may set a substitute task
- c) In exceptional cases the Principal may authorise the use of an estimate based on other appropriate evidence.

If there is no valid reason you will score zero.

### **What happens if I submit an assessment task late?**

Students who submit an assessment task late will get zero.

Your teacher will automatically send a Course Warning Letter when you do not hand in a task by the due date.

Assessment tasks not submitted by the due date will be marked for the students in order to determine the students achieved knowledge and skills.

### **How will my principal warn me if I am at risk of not completing course and internal assessment requirements?**

If it appears that a student is at risk of not meeting the course and internal assessment requirements in a subject, a warning must be given.

The principal must:

1. advise the student in writing, in time for the problem to be corrected, specifying details of action required by the student and alerting the student to the possible consequences of an 'N' determination;
2. advise parents/carers in writing if the student is under 18;
3. request from the student and/or parents/carers a written acknowledgement of the warning;
4. issue at least one follow-up warning letter (if the student is still at risk of not meeting requirements);
5. retain a copy of the warning notice and other relevant documentation.

### **What is malpractice and what are the consequences?**

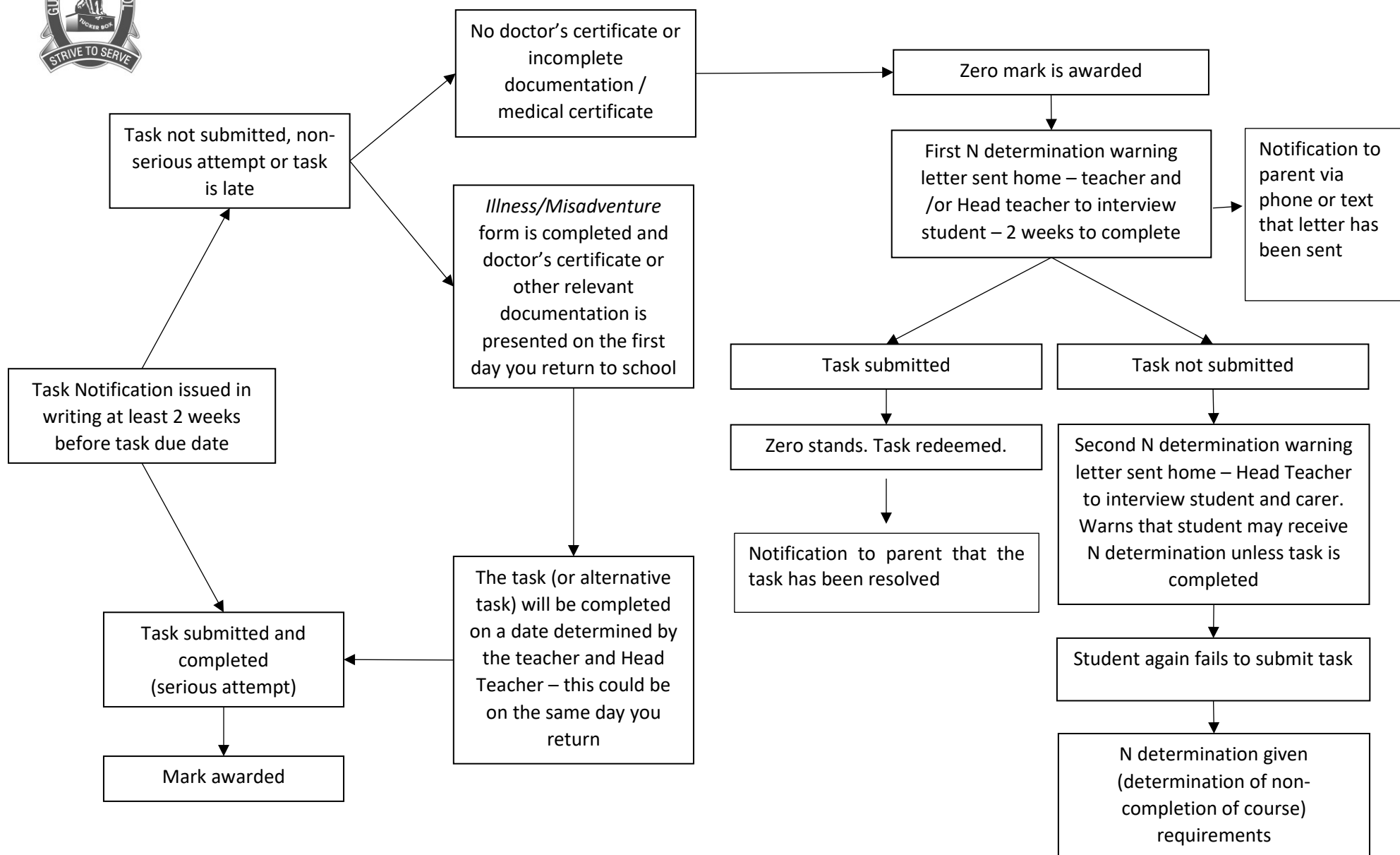
The following are considered as malpractice:

- a) cheating during an assessment task
- b) copying from another student and claiming that work as your own
- c) allowing other students to copy your work
- d) plagiarism of material with no due acknowledgment.

In any of these cases you will receive a score of zero for that task and it will be noted as a non-attempt.



## Assessment Task Flow Chart





### Confidential

Senior Students are responsible for the completion of the misadventure form. Complete each of Steps 1-4. (See both pages)

# Misadventure Form

## APPLICATION FOR SPECIAL CONSIDERATION – Part 1

If illness, accident, misadventure or special circumstances prevent a student from completing a set task on or by the due date, the school ***must be advised immediately the situation is known and on the day of returning to school***, this form must be completed and returned to the Head Teacher of the subject affected. Independent evidence must be provided to support the application.

### Step 1 - Application

Name:		Year:	Roll class:
Course:		Teacher:	
Assessed Task:			
Date Due:    /    /			
Reason for this Application			
<input type="checkbox"/> Absence due to:	<input type="checkbox"/> Illness	<input type="checkbox"/> Accident/Misadventure	<input type="checkbox"/> Procedure
<input type="checkbox"/> Non-Completion		<input type="checkbox"/> Under Achievement	
<p>Details: Please attach supporting documents such as medical certificates. If the reason is a confidential personal issue, the signature may be of the Principal, A DP or Counselor may be substituted for details in this part.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(Medical Certificate from _____ (Doctor) Attach a copy)</p>			
x _____	/    /		x _____
Signature of Student	Date		Signature of Parent / Carer

<b>APPLICATION FOR SPECIAL CONSIDERATION – Part 2</b>			
<b>Step 2 – Subject Faculty Recommendation</b>			
Class Teacher's Recommendation:			
_____			
_____			
_____			
<input type="checkbox"/> Supported		<input type="checkbox"/> Not Supported	
Head Teacher's Recommendation:			
_____			
_____			
_____			
<input type="checkbox"/> Supported		<input type="checkbox"/> Not Supported	
<b>Step 3 – Head Teacher Decision</b>			
<input type="checkbox"/> Extension without penalty	<input type="checkbox"/> Set a substitute task	Completion Date:    /    /	
<input type="checkbox"/> Give an estimate based on the evidence ( <i>consult Principal if considering this option</i> )			
<input type="checkbox"/> Insufficient cause, assessment, assessment confirmed.			
Comments:			
Head Teacher Signature:	x_____	Student Signature:	x_____
<b>Step 4 - A student may appeal the decision made in Step 3</b>			
Present the completed form to : Year 12, The Principal; Year 11, Deputy Principal.			
_____			
_____			
_____			
Principal's Signature:	x_____	<input type="checkbox"/> Supported <input type="checkbox"/> Not Supported	File Date:    /    /

Proforma for Independent evidence of illness or misadventure			
<p>Gundagai High School, in line with the NESA procedures, advises that students should attend examinations and submit assessment tasks unless it is considered detrimental to their health. Students who are unwell or experience misadventure must obtain independent evidence of their illness or misadventure either immediately before or after each task OR examination AND present this proforma to their Head Teacher on the first day they return to school.</p> <p><b>The person completing Section A or B must NOT be related to the student.</b></p> <p>Independent evidence of illness – complete Section A.</p>			
Section A - Independent evidence of illness: to be completed by a medical practitioner			
Diagnosis of medical condition:			
Date of onset of illness:     /     /			
Date(s) and time(s) of all consultations / meetings relating to this illness:			
<hr/> <hr/>			
<p>Please describe how the student's condition/symptoms could affect their examination performance.</p> <p><i>(If the student was <b>unable to attend</b> an examination, it is essential that you provide full details in the space provided or on additional sheet(s) and attach them to the application.)</i></p> <hr/> <hr/>			
<p>Any other comments or information which may assist in the assessment of the student's appeal. (If there is not enough space, please attach additional sheet/s.)</p> <hr/>			
<p><b>Please note that any fee for providing this report is the responsibility of the student.</b></p>			
Name of doctor or other health professional providing this information:			
Profession:		Place of work:	
Address:			
Contact Phone:		Date:	/     /



## Part B - Misadventure

3<sup>rd</sup> Party Name:

Were you a witness to the event?

☐ Yes ☐ No

If No, how did you obtain the evidence you are providing?

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Are you known to the student?

☐ Yes ☐ No

If Yes, nature of relationship:

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Description of event:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

3<sup>rd</sup> Party Signature

X \_\_\_\_\_

Date:     /     /

# Satisfactory Preliminary or HSC Course Completion

NSW Education Standards Authority: <https://ace.nesa.nsw.edu.au/>

## Course completion criteria

ACE 8019 - Last Updated: 12 December 2011

The following **course completion criteria** refer to both Preliminary and HSC courses.

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:

1. followed the course developed or endorsed by the Board; and
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes.

## Course assessment – areas, tasks, programs and disability provisions

ACE 8070 - Last Updated: 13 March 2013

### Assessment components and weightings

The Board's syllabuses and assessment and reporting documents provide information about the mandatory assessment system for the HSC courses and suggestions for assessment in Preliminary courses. The suggestions include a possible set of components, weightings and tasks that may be varied to suit school needs. They are included to give guidance on components and strategies in the Preliminary course assessment program.

### Setting assessment tasks

In setting assessment tasks, teachers should give careful consideration to the syllabus objectives and outcomes being assessed. By measuring student achievement of these objectives and outcomes, teachers can build up a profile of the achievement of each student in relation to the Common Grade Scale for Preliminary courses.

### Establishing an assessment program

In establishing an assessment program, teachers should ensure that the types of assessment tasks used are appropriate to the objectives and outcomes being assessed. Generally, it will be necessary to use a number of different assessment tasks in order to ensure that student achievement in all the knowledge and skills objectives is assessed.

Where activities or tasks are scheduled throughout a course, greater weight would generally be given to those tasks undertaken towards the end of the course. The scheduling of tasks and the weights applied should reflect the course organisation.

### Disability provisions

Principals have the authority to decide on and to implement disability provisions for school-based assessments and tests.

## Glossary of Key Words

**Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do.**

A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help students understand what is expected in responses to examination and assessment tasks.

<b>Account</b>	Account for: state reason for, report on. Give an account of: narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>Apply</b>	Use, utilise, employ in a particular situation
<b>Appreciate</b>	Make a judgement about the value of
<b>Assess</b>	Make a judgement of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain/determine from given facts, figures or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes/categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make; build; put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically analyse</b> OR <b>Critically evaluate</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example

<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>Evaluate</b>	Make a judgement based on criteria; determine the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationship between things evident; provide why and/or how
<b>Extract</b>	Choose relevant and/or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Justify</b>	Support an argument or conclusion
<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Recommend</b>	Provide reasons in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	Putting together various elements to make a whole

## 2022 Calendar - Assessment Planner

	Term 1	Term 2	Term 3	Term 4
W1				
W2				
W3				
W4				
W5				
W6				
W7				
W8				
W9				
W10				
W11				

## Gundagai High School Preliminary Assessment Schedule- Biology

Component	Task 1	Task 2	Task 3	Weighting
Timing	T1 W11	T2 W9	T3 Exam Week	
Outcomes	BIO 11-3, BIO 11-4, BIO 11-8	BIO 11-1, BIO 11-5, BIO 11-7	BIO 11-6, BIO 11-9, BIO 11-11	
Task	First-hand Investigation	Depth Study	Examination	
Knowledge and Understanding of Course Content	5	10	25	40
Working Scientifically Skills: Planning and conducting investigations, processing data and information	15	10	5	30
Working Scientifically Skills: Analysing data and information, problem solving and communication	5	20	5	30
<b>Total</b>	<b>25</b>	<b>40</b>	<b>35</b>	<b>100</b>

### Syllabus outcomes

#### A student:

BIO11-1 develops and evaluates questions and hypotheses for scientific investigation

BIO11-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO11 -3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO11-5 analyses and evaluates primary and secondary data and information

BIO11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes

BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms

BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species

BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

## Gundagai High School Preliminary Scope and Sequence- Biology

Term 1	1	2	3	4	5	6	7	8	9	10	11
<b>Topic/Module/ Unit</b>	<b>Module 1: Cells as the Basis of Life</b> Students are introduced to the study of microbiology and the tools that scientists use in this field by examining the structure and function of cells and investigating biochemical processes.					<b>Module 2: Organisation of Living Things</b> Students investigate nutrient and gas requirements of a range of multicellular organisms and examine and compare the body structures and systems that deliver these.					
<b>Outcomes</b>	BIO 11-8, BIO 11-3, BIO 11- 4					BIO 11-9, BIO 11-4, BIO 11-6, BIO 11-7					
<b>Assessment Tasks</b>											<b>First-hand investigations portfolio 25%</b>

Term 2	1	2	3	4	5	6	7	8	9	10
<b>Topic/Module/ Unit</b>	<b>Module 3: Biological Diversity</b> Students examine the Theory of Evolution by Natural Selection and the effects of various selective pressures on species diversity and abundance.									
<b>Outcomes</b>	BIO 11-10, BIO 11-1, BIO 11-2, BIO 11-7									
<b>Assessment Tasks</b>									<b>Depth Study – 15 hours TOPIC TO BE NEGOTIATED 40%</b>	

Term 3	1	2	3	4	5	6	7	8	9	10
<b>Topic/Module/ Unit</b>	<b>Module 4: Ecosystem Dynamics</b> Students engage in the study of past ecosystems and models of possible future ecosystems to minimise the human impact on biodiversity									
<b>Outcomes</b>	BIO 11-1, BIO 11-2, BIO 11-3, BIO 11-4, BIO 11-5, BIO 11-6, BIO 11-7, BIO 11-8, BIO 11-9, BIO 11-10, BIO 11-11									
<b>Assessment Tasks</b>	<b>Examination</b> of course content <b>exam week 35%</b>									

## Gundagai High School Preliminary Assessment Schedule Business Studies

Component	Task 1	Task 2	Task 3	Weighting
Timing	W8, T1	W7, T2	Term 3 Exam Period	
Outcomes	P2, P7, P9	P3, P7, P9	P2, P3, P5, P8, P9	
Task	Business Report	Research/In-class Report	End of Course Examination	
Syllabus Content Requirements	Nature of Business	Nature of Business/Business Planning	All Topics	
Knowledge and understanding of course content	20	5	15	40
Stimulus-based skills		10	10	20
Inquiry and research	5	5	10	20
Communication of business information, ideas and issues in appropriate forms	5	10	5	20
Total %	30	30	40	100

### Syllabus outcomes

#### A student:

- P1 discusses the nature of business, its role in society and types of business structure
- P2 explains the internal and external influences on businesses
- P3 describes the factors contributing to the success or failure of small to medium enterprises
- P4 assesses the processes and interdependence of key business functions
- P5 examines the application of management theories and strategies
- P6 analyses the responsibilities of business to internal and external stakeholders
- P7 plans and conducts investigations into contemporary business issues
- P8 evaluates information for actual and hypothetical business situations
- P9 communicates business information and issues in appropriate formats
- P10 applies mathematical concepts appropriately in business situations



## Gundagai High School Preliminary Scope and Sequence Business Studies

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<b>Topic/Syllabus Focus:</b> NATURE OF BUSINESS										
	<b>Outcomes:</b> P1, P2, P6, P7, P8										
								Task 1 30%			

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	<b>Topic/Syllabus Focus:</b> BUSINESS PLANNING									
	<b>Outcomes:</b> P1, P3, P4, P6, P7, P8, P9, P10									
							Task 2 30%			

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	<b>Topic/Syllabus Focus:</b> BUSINESS MANAGEMENT									
	<b>Outcomes:</b> P2, P4, P5, P6, P7, P8, P9, P10									
								Task 3 40%		

## Gundagai High School Preliminary Assessment Schedule

### Community and Family Studies

Component	Task 1	Task 2	Task 3	Weighting
	<b>Media Analysis</b>	<b>Case Study</b>	<b>Yearly Examination</b>	
	Resource Management	Leadership		
	Term 1, Week 6	Term 2, Week 4	Term 3, Week 8	
	P1.1, P1.2, P4.2, P5.1, P6.1	P2.1, P2.3, P4.1, P4.2	P1.1–P6.2	
Knowledge and understanding of course content	15	15	10	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

### Syllabus outcomes

#### A student:

- P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
- P1.2 proposes effective solutions to resource problems
- P2.1 accounts for the roles and relationships that individuals adopt within groups
- P2.2 describes the role of the family and other groups in the socialisation of individuals
- P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P2.4 analyses the interrelationships between internal and external factors and their impact on family functioning
- P3.1 explains the changing nature of families and communities in contemporary society
- P3.2 analyses the significance of gender in defining roles and relationships
- P4.1 utilises research methodology appropriate to the study of social issues
- P4.2 presents information in written, oral and graphic form
- P5.1 applies management processes to maximise the efficient use of resources
- P6.1 distinguishes those actions that enhance wellbeing
- P6.2 uses critical thinking skills to enhance decision making

## Gundagai High School Preliminary Scope and Sequence Community and Family Studies

Term 1 2022	1	2	3	4	5	6	7	8	9	10	11
<b>Topic</b>	<b>Resource Management</b> Fundamental concepts of resource management		<b>Resource Management</b> Influences on resource management	<b>Resource Management</b> Effective resource management	<b>Individuals and Groups</b> Groups in the community	<b>Individuals and Groups</b> Roles individuals adopt within groups				<b>Individuals and Groups</b> Power within groups	
<b>Outcomes</b>	P1.1, P1.2, P4.2, P5.1, P6.1										
<b>Assessment Tasks</b>						<b>Media Analysis</b> Resource Management 35%					

Term 2 2022	1	2	3	4	5	6	7	8	9	10
<b>Topic/Module</b>	Revision		<b>Individuals and Groups</b> Power within groups		<b>Individuals and Groups</b> Conflict within groups			<b>Families and Communities</b> Families		
<b>Outcomes</b>			P2.1, P2.3, P4.1, P4.2							
<b>Assessment Tasks</b>				<b>Case Study</b> Leadership 35%						

Term 3 2022	1	2	3	4	5	6	7	8	9	10	11
<b>Topic/Module</b>	<b>Families and Communities</b> Communities			<b>Families and Communities</b> Managing change in families and communities		<b>Families and Communities</b> Socialisation of individuals within families and communities					
<b>Outcomes</b>								P1.1–P6.2			
<b>Assessment Tasks</b>								<b>Yearly Examination</b> 30%			

## Gundagai High School Preliminary Assessment Schedule English Advanced

Component		Task 1 – Website	Task 2 – Multi-modal	Task 3 – End of Course Exam	Weighting
Timing		T1 W8	T2 W9	T3 W10	
Outcomes		EA11-1, EA11-2, EA11-4	EA11-1, EA11-3, EA11-5, EA11-7	EA11-2, EA11-3, EA11-6, EA11-8, EA11-9	
Syllabus component	Common Module	30		Y	<b>30</b>
	Module A			Y	<b>35</b>
	Module B		35	Y	<b>35</b>
<b>Marks</b>		<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>
Language modes	Listening		5		<b>5</b>
	Speaking		10		<b>10</b>
	Reading	10	5	10	<b>25</b>
	Writing	10	5	15	<b>30</b>
	Viewing/ Representing	10	10	10	<b>30</b>
<b>Marks</b>		<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

### Syllabus Outcomes

EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA11-3 analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA11-6 investigates and evaluates the relationships between texts

EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning

EA11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

**Gundagai High School**  
**2022 Preliminary scope and sequence – Advanced English**

Term 1 2022	1	2	3	4	5	6	7	8	9	10	11
<b>Topic/Module</b>	Common Module: Reading to Write										
<b>Outcomes</b>	EA11-1, EA11-2, EA11-4										
<b>Assessment Tasks</b>								Website 30%			

Term 2 2022	1	2	3	4	5	6	7	8	9	10
<b>Topic/Module</b>	Module A: Narratives That Shape Our World									
<b>Outcomes</b>	EA11-1, EA11-3, EA11-5, EA11-7									
<b>Assessment Tasks</b>									Multimodal Presentation 35%	

Term 3 2022	1	2	3	4	5	6	7	8	9	10
<b>Topic/Module</b>	Module B: Close Study of Literature									
<b>Outcomes</b>	EA11-2, EA11-3, EA11-6, EA11-8, EA11-9									
<b>Assessment Tasks</b>										Examination 35%

**Gundagai High School Preliminary Assessment Schedule**  
**English Standard**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Creative Writing/Multi-Modal</b> Common Module; Reading to Write	<b>Essay</b> Module A; Contemporary Possibilities	<b>End of Course Exam</b> All Modules	
<b>Timing</b>	Term 1, Week 8	Term 2, Week 8	Term 3 Exam Period	
<b>Outcomes assessed</b>	EN11-1, EN11-2, EN11-4, EN11-9	EN11-3, EN11-5, EN11-6, EN11-7	EN11-3, EN11-5, EN11-6, EN11-8	
<b>Components</b>				
Knowledge and understanding of course content	15	20	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

**Syllabus Outcomes**

**A student:**

EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure

EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning

EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments

EN11-6 investigates and explains the relationships between texts

EN11-7 understands and explains the diverse ways texts can represent personal and public worlds

EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning

EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

## Gundagai High School Preliminary Scope and Sequence English Standard

Term 1 2022	1	2	3	4	5	6	7	8	9	10	11
Topic/Module	Common Module: Reading to Write										
Outcomes	EN11-1, EN11-2, EN11-4, EN11-9										
Assessment Tasks								Creative Writing/Multimodal 30%			

Term 2 2022	1	2	3	4	5	6	7	8	9	10
Topic/Module	Module A: Contemporary Possibilities									
Outcomes	EN11-3, EN11-5, EN11-6, EN11-7									
Assessment Tasks								Essay 35%		

Term 3 2022	1	2	3	4	5	6	7	8	9	10
Topic/Module	Module B: Close Study of Literature									
Outcomes	EN11-3, EN11-5, EN11-6, EN11-8									
Assessment Tasks								End of Course Examination 35%		

## Gundagai High School Preliminary Assessment Schedule

### English Studies

Component	Task 1	Task 2	Task 3	Weighting %
	Written report	Multimodal Presentation	Collection of Classwork (All modules)	
<b>Timing</b>	Term 1, Week 10	Term 2, Week 10	Term 3, Week 7	
<b>Outcomes assessed</b>	ES11-1, ES11-2, ES11-6 ES11-10	ES11-2, ES11-3, ES11-6, ES11-7, ES11-8	ES11-1, ES11-4, ES11-5, ES11-7, ES11-9	
Knowledge and understanding of course content	15	15	20	<b>50</b>
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

#### Syllabus Outcomes

##### A Student:

ES11-1: Comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

ES11-2 Identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES11-3 Gains skills in accessing, comprehending and using information to communicate in a variety of ways ES11-3

ES11-4 Composes a range of texts with increasing accuracy and clarity in different forms

ES11-5 Develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts

ES11-6 Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

ES11-7 Represents own ideas in critical, interpretive and imaginative texts

ES11-8 Identifies and describes relationships between texts

ES11-9 Identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade

ES11-10 Monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning



## Gundagai High School Preliminary Scope and Sequence English Studies

Term 1 2022	1	2	3	4	5	6	7	8	9	10	11
<b>Topic/Module</b>	Mandatory module – Achieving through English: English in education, work and community										
<b>Outcomes</b>	ES11-1, ES11-2, ES11-6 ES11-10										
<b>Assessment Tasks</b>										Written Report <b>30%</b>	

Term 2 2022	1	2	3	4	5	6	7	8	9	10
<b>Topic/Module</b>	Elective Module D: Digital Worlds									
<b>Outcomes</b>	ES11-2, ES11-3, ES11-6, ES11-7, ES11-8									
<b>Assessment Tasks</b>										Multimodal Presentation <b>30%</b>

Term 3 2022	1	2	3	4	5	6	7	8	9	10
<b>Topic/Module</b>	Elective Module K: The Big Screen									
<b>Outcomes</b>	ES11-1, ES11-4, ES11-5, ES11-7, ES11-9									
<b>Assessment Tasks</b>							Collection of classwork <b>40%</b>			

## Gundagai High School Preliminary Assessment Schedule

### Industrial Technology - Timber Products and Furniture Technologies

#### FOCUS AREAS

- Industry Study
- Design
- Management and Communication
- Production
- Industry Related Manufacturing Technology

	Task 1	Task 2	Task 3	Weighting
<b>Timing</b>	Term 1 Week 7	Term 3 Week 9	Term 3 Week 10	
<b>Outcomes</b>	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1	
<b>Task</b>	Industry Study Task	Project and Folio	End of Course Examination	
Knowledge and understanding of the organisation and management of, and management processes and techniques used by, the focus area	10	10	20	<b>40</b>
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of projects	10	30	20	<b>60</b>
<b>Marks %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

#### Syllabus outcomes

##### A student:

P1.1 describes the organisation and management of an individual business within the focus area industry

P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies

P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques

P2.2 works effectively in team situations

P3.1 sketches, produces and interprets drawings in the production of projects

P3.2 applies research and problem-solving skills

P3.3 demonstrates appropriate design principles in the production of projects

P4.1 demonstrates a range of practical skills in the production of projects

P4.2 demonstrates competency in using relevant equipment, machinery and processes

P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects

P5.1 uses communication and information processing skills

P5.2 uses appropriate documentation techniques related to the management of projects

P6.1 identifies the characteristics of quality manufactured products

P6.2 identifies and explains the principles of quality and quality control

P7.1 identifies the impact of one related industry on the social and physical environment

P7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

**Gundagai High School Preliminary Scope and Sequence**  
**Industrial Technology - Timber Products and Furniture Technologies**

Term 1 2022	1	2	3	4	5	6	7	8	9	10	11
Topic/Module/ Unit	Industry Study							Management and Communication Industry related manufacturing Technology			
Outcomes	P1.1 P1.2 P2.1 P2.2 P7.1 P7.2							P3.1 P3.2 P3.3 P4.3 P5.1 P5.2 P6.1 P6.2			
Assessment Tasks							Industry Study Task 20%				

Term 2 2022	1	2	3	4	5	6	7	8	9	10
Topic/Unit	Management and Communication, Production, Industry related manufacturing technology is integrated									
Outcomes	P3.1 P3.2 P3.3 P4.1 P4.2 P4.3 P5.1 P5.2 P6.1 P6.2									
Assessment Tasks										

Term 3 2022	1	2	3	4	5	6	7	8	9	10
Topic/Unit	Management and Communication, Production, Industry related manufacturing technology is integrated									
Outcomes	P3.1 P3.2 P3.3 P4.1 P4.2 P4.3 P5.1 P5.2 P6.1 P6.2									
Assessment Tasks									Folio and Project 40%	End of Course Exam 40%

## Gundagai High School Preliminary Assessment Schedule Investigating Science

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
<b>Timing</b>	T2 W1	T3 W1	T3 Exam week	
<b>Outcomes</b>	11/12-1, 11/12-2, 11/12-3, 11/12-4, INS11-8 INS11-9	11/12-2, 11/12-3, 11/12-4, 11/12-6 11/12-7 INS11-10	11/12-1-7, INS11-8-11	
<b>Component</b>	Practical Skills and Data Analysis	Depth Study- Model	Examination	
Knowledge and understanding	5	10	25	<b>40</b>
Skills in Questioning and Predicting, Communicating	10	15	5	<b>30</b>
Skills in Planning and Conducting investigations Processing and analysing data Problem solving	10	15	5	<b>30</b>
<b>Marks</b>	<b>25</b>	<b>40</b>	<b>35</b>	<b>100</b>

### Syllabus outcomes

A student:

INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation

INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

INS11/12-5 analyses and evaluates primary and secondary data and information

INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

INS11-8 identifies that the collection of primary and secondary data initiates scientific investigations

INS11-9 examines the use of inferences and generalisations in scientific investigations

INS11-10 develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes

INS 11-11 describes and assesses how scientific explanations, laws and theories have developed

## Gundagai High School Preliminary Scope and Sequence Investigating Science

Term 1 2022	1	2	3	4	5	6	7	8	9	10	11
Topic	Module 1: Observing + Depth Study 10 hours									Module 2: Cause and Effect	
Outcomes	11/12-1, 11/12-3, 11/12-4, 11-8										
Assessment Tasks											

Term 2 2022	1	2	3	4	5	6	7	8	9	10
Topic	Module 2: Cause and Effect + Depth Study 10 hours						Module 3: Scientific Models			
Outcomes	11/12-1, 11/12-2, 11/12-4, 11-9						11/12-2, 11/12-3, 11/12-4, 11/12-6, 11/12-7, 11-10			
Assessment Tasks	Task 1: Practical skills and Data Analysis 25%									

Term 3 2022	1	2	3	4	5	6	7	8	9	10
Topic	Module 3: Scientific Models + Depth Study 10 hours					Module 4: Theories and Laws				
Outcomes	11/12-2, 11/12-3, 11/12-4, 11-10					11/12-5, 11/12-6, 11/12-7, 11-11				
Assessment Tasks	Task 2: Depth study Model 40%								Task 3 Examination 35%	

## Gundagai High School Preliminary Assessment Schedule Mathematics Standard

Component	Task 1	Task 2	Task 3	Weighting
Timing	T1 W9	T2 W9	T3 W10	
Outcomes	MS11-1, MS11-3, MS11-4, MS11-9, MS11-10	MS11-2, MS11-5, MS11-6, MS11-7, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	
Task	Class Activity	Investigative Task	End of Course Examination	
Understanding, fluency and communication	10	15	25	50
Problem solving, reasoning and justification	20	15	15	50
Total %	30	30	40	100

### Syllabus Outcomes

#### A student:

MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems

MS11-2 represents information in symbolic, graphical and tabular form

MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units

MS11-4 performs calculations in relation to two-dimensional and three-dimensional figures

MS11-5 models relevant financial situations using appropriate tools

MS11-6 makes predictions about everyday situations based on simple mathematical models

MS11-7 develops and carries out simple statistical processes to answer questions posed

MS11-8 solves probability problems involving multistage events

MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts

MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations

## Gundagai High School Preliminary Assessment Schedule Mathematics Standard

Term 1	1	2	3	4	5	6	7	8	9	10	11
Topic/Module/ Unit	A1 Formula and Equations			M1.1 Practicalities of Measurement M1.2 Perimeter, Area and Volume					A2 Linear Relationships		F1.2 Earning and Managing Money
Outcomes	MS11-1, MS11-6, MS11-9, MS11-10			MS11-3, MS11-4, MS11-9, MS11-10					MS11-1, MS11-2, MS11-6, MS11-9, MS11-10		
Assessment Tasks									Class activity 30%		

Term 2 2022	1	2	3	4	5	6	7	8	9	10
Topic/Module/ Unit	F1.2 Earning and Managing Money		F1.1 Interest and Depreciation		S1 Data Analysis					
Outcomes	MS11-2, MS11-5, MS11-6, MS11-9, MS11-10		MS11-2, MS11-5, MS11-6, MS11-9, MS11-10		MS11-2, MS11-7, MS11-9, MS11-10					
Assessment Tasks									Class Activity 30%	

Term 3 2022	1	2	3	4	5	6	7	8	9	10
Topic/Module/ Unit	M2 Time		M1.3 Units of Energy and Mass			F1.3 Budgeting and Household Expenses			Exams and Preparation	
Outcomes	MS11-3, MS11-9, MS11-10		MS11-3, MS11-9, MS11-10			MS11-2, MS11-5, MS11-6, MS11-9, MS11-10				
Assessment Tasks										End of Course Examination 40%

Term 4 2022	1	2	3	4	5	6	7	8	9	10
Topic/Module/ Unit	S2 Probability			Commence Year 12						
Outcomes	MS11-2, MS11-8, MS11-9, MS11-10			Commence Year 12						
Assessment Tasks										

## Gundagai High School Preliminary Assessment Schedule

### Modern History

Component	Task 1	Task 2	Task 3	Weighting
Task Type	Research Task	Historical Investigation	Exam	
Timing	T1 W5	T2 W5	T3 W10	
Outcomes	MH11-6 MH11-7 MH11-9 MH11-10	MH11-2 MH11-4 MH11-6 MH11-8 MH11-9	MH11-1 MH11-3 MH11-5 MH11-9	
Knowledge and understanding of course content	20		20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research		15	5	20
Communication of historical understanding in appropriate forms	5	10	5	20
Marks	30	30	40	100

#### Syllabus outcomes:

##### Students:

MH11-1 describes the nature of continuity and change in the modern world

MH11-2 proposes ideas about the varying causes and effects of events and developments

MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past

MH11-4 accounts for the different perspectives of individuals and groups

MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world

MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument

MH11-7 discusses and evaluates differing interpretations and representations of the past

MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

MH11-10 discusses contemporary methods and issues involved in the investigation of modern history



**Gundagai High School**  
**2022 Preliminary scope and sequence – Modern History**

Term 1 2022	1	2	3	4	5	6	7	8	9	10	11
<b>Topic/Module</b>	Investigating Modern History: The Nature of Modern History The Construction of Modern Histories (The Holocaust)					Investigating Modern History – Case Studies The Decline and Fall of the Romanov Dynasty					
<b>Outcomes</b>	MH11-6 MH11-7 MH11-9 MH11-10					MH11-2 MH11-4 MH11-6 MH11-8 MH11-9					
<b>Assessment Tasks</b>					Research Task 30%						

Term 2 2022	1	2	3	4	5	6	7	8	9	10
<b>Topic/Module</b>	Historical Investigation: Student-developed inquiry					Investigating Modern History – Case Studies The Cuban Revolution				
<b>Outcomes</b>	MH11-2 MH11-4 MH11-6 MH11-8 MH11-9					MH11-2 MH11-4 MH11-6 MH11-8 MH11-9				
<b>Assessment Tasks</b>					Historical Investigation 30%					

Term 3 2022	1	2	3	4	5	6	7	8	9	10
<b>Topic/Module</b>	The Shaping of the Modern World: The Age of Imperialism				The Shaping of the Modern World: World War One  Investigating Modern History: The Nature of Modern History The Investigation of Historic Sites and Sources (archaeology of Frommels)					
<b>Outcomes</b>	MH11-1 MH11-3 MH11-5 MH11-9				MH11-1 MH11-3 MH11-5 MH11-9 MH11-6 MH11-7 MH11-9 MH11-10					
<b>Assessment Tasks</b>										Examination 40%

## Gundagai High School Preliminary Assessment Schedule

### Music

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	Term 1, Week 9	Term 2, Week 5	Term 3, Week 9	
<b>Outcomes</b>	P1, P4, P9	P2, P3, P5	P4, P6, P7, P8	
<b>Task</b>	Performance and Viva Voce	Composition and Analysis	Performance and Aural Exam	
Performance	10		15	<b>25</b>
Composition		25		<b>25</b>
Musicology	15	10		<b>25</b>
Aural			25	<b>25</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

#### Syllabus outcomes:

#### Students:

P1: performs music that is characteristic of the topics studied

P2: observes, reads, interprets and discusses simple musical scores characteristic of topics studied

P3: improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied

P4: recognises and identifies the concepts of music and discusses their use in a variety of musical styles

P5: comments on and constructively discusses performances and compositions

P6: observes and discusses concepts of music in works representative of the topics studied

P7: understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied

P8: identifies, recognises, experiments with and discusses the use of technology in music

P9: performs as a means of self-expression and communication

P10: demonstrates a willingness to participate in performance, composition, musicology and aural activities

P11: demonstrates a willingness to accept and use constructive criticism

## Gundagai High School Preliminary Scope and Sequence Music

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	Instrument and its Repertoire									Music for Film, Radio, TV & Multimedia	
	P1, P4, P9, P10									P2, P3, P5	
									Performance and Viva Voce 25%		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2						Australian Music				
						P1, P4, P6, P7				
					Analysis and Composition 35%					

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3										
									Performance and Aural Exam 40%	

**Gundagai High School Preliminary Assessment Schedule**  
**Personal Development Health and Physical Education**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
<b>Timing</b>	T1 W8	T2 W6	T3 W10	
<b>Outcomes</b>	P1, P2, P4, P5, P6, P15, P16	P8, P10, P11, P16, P17	All outcomes	
<b>Component</b>	Research task: Health of Young People	Analysis of biomechanical principals and influence on movement	End of Course Examination	
• Knowledge and understanding of course content	10	10	20	<b>40</b>
• Skills in critical thinking, research, analysis and communicating	20	20	20	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**Syllabus outcomes**

**A student:**

P1 identifies and examines why individuals give different meanings to health  
P2 explains how a range of health behaviours affect an individual's health  
P3 describes how an individual's health is determined by a range of factors  
P4 evaluates aspects of health over which individuals can exert some control  
P5 describes factors that contribute to effective health promotion  
P6 proposes actions that can improve and maintain an individual's health  
P7 explains how body systems influence the way the body moves  
P8 describes the components of physical fitness and explains how they are monitored  
P9 describes biomechanical factors that influence the efficiency of the body in motion  
P10 plans for participation in physical activity to satisfy a range of individual needs  
P11 assesses and monitors physical fitness levels and physical activity patterns  
P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)  
P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)  
P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)  
P15 forms opinions about health-promoting actions based on a critical examination of relevant information  
P16 uses a range of sources to draw conclusions about health and physical activity concepts  
P17 analyses factors influencing movement and patterns of participation

**Gundagai High School Preliminary Scope and Sequence**  
**Personal Development Health and Physical Education**

<b>Term 1 2022</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
<b>Topic</b>	<b>Core 1: Better Health for Individuals</b>										
<b>Outcomes</b>	P1, P2, P3, P4, P5, P6, P15, P16										
<b>Assessment Tasks</b>								<b>Task 1:</b> Influences on the Health of Individuals <b>30%</b>			

<b>Term 2 2022</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Topic/Module</b>	<b>Core 2: The Body in Motion</b>									
<b>Outcomes</b>	P7, P8, P9, P10, P11, P16, P17									
<b>Assessment Tasks</b>						<b>Task 2:</b> Biomech. Principles <b>30%</b>				

<b>Term 3 2022</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Topic/Module</b>	<b>Option: First Aid</b>					<b>Option: Fitness Choices</b>				
<b>Outcomes</b>	P6, P12, P15, P16					P6, P10, P14, P16, P17				
<b>Assessment Tasks</b>										<b>Task 3:</b> Prelim Exam <b>40%</b>

## Gundagai High School Preliminary Assessment Schedule

### Sport Lifestyle and Recreation Studies

Component	Task 1	Task 2	Task 3	Weighting%
	<b>First Aid and Sports Injuries</b>	<b>Sports coaching and Training</b>	<b>Sports Administration</b>	
	Term 1, 2022 Week 8	Term 2, 2022 Week 8	Term 3, 2022 Week 5	
	1.3, 2.5, 3.6, 4.2, 4.3, 4.5	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	1.1, 1.3, 1.6, 2.4, 3.2, 4.2, 4.5	
Knowledge and understanding	15	15	15	<b>50</b>
Skills	15	20	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

### Syllabus outcomes

#### A student:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations analyses the impact of professionalism in sport
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity
- 5.1 accepts responsibility for personal and community health
- 5.2 willingly participates in regular physical activity
- 5.3 values the importance of an active lifestyle
- 5.4 values the features of a quality performance
- 5.5 strives to achieve quality in personal performance

**Gundagai High School Preliminary Assessment Schedule**  
**Sport Lifestyle and Recreation Studies**

<b>Term 1 2022</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Topic/Module/ Unit</b>	<b>First Aid and Sports Injuries</b>									
<b>Outcomes</b>	1.3, 2.5, 3.6, 4.2, 4.4, 4.5									
<b>Assessment Tasks</b>								Task 1 30%		
<b>Term 2 2022</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Topic/Module/ Unit</b>	<b>Sports Coaching and Training</b>									
<b>Outcomes</b>	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5									
<b>Assessment Tasks</b>								Task 2 35%		
<b>Term 3 2022</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Topic/Module/ Unit</b>	<b>Sports Administration</b>									
<b>Outcomes</b>	1.1, 1.3, 1.6, 2.4, 3.2, 4.2, 4.5									
<b>Assessment Tasks</b>					Task 3 35%					

## Gundagai High School Preliminary Assessment Schedule Work Studies

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Timing</b>	T1 W8	T2 W6	T3 W2	T3 W6
<b>Outcomes</b>	2, 3, 4	2, 4, 5	3, 5, 7	3, 8
<b>Tasks (Syllabus Component)</b>	Career Plan (My Working Life)	Portfolio (In the Workplace)	Workplace Communication Scenarios (Workplace Communication)	Yearly Exam
<b>Marks %</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>40%</b>

### Syllabus Outcomes

#### A student:

1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
4. assesses pathways for further education, training and life planning
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups



## Gundagai High School Preliminary Scope and Sequence Work Studies

Term 1 2022	1	2	3	4	5	6	7	8	9	10
<b>Topic</b>	My Working Life									
<b>Outcomes</b>	1, 2, 3, 4, 5, 6, 7, 8, 9									
<b>Assessment Tasks</b>								Creating Career Plan <b>20%</b>		

Term 2 2022	1	2	3	4	5	6	7	8	9	10
<b>Topic/Module</b>	In The Workplace					Preparing Job Applications				
<b>Outcomes</b>	1, 2, 3, 4, 5, 6, 8					1, 2, 3, 4, 5, 6, 7, 8, 9				
<b>Assessment Tasks</b>						Portfolio <b>20%</b>				

Term 3 2022	1	2	3	4	5	6	7	8	9	10	11
<b>Topic/Module</b>			Workplace Communication								
<b>Outcomes</b>			1,2,5,6,7,8,9								
<b>Assessment Tasks</b>		Cover letter and resume <b>20%</b>				Yearly Exam <b>40%</b>					

# **GUNDAGAI HIGH SCHOOL VOCATIONAL EDUCATION AND TRAINING SUBJECT ASSESSMENT**

**2 Unit x 2 Year 240-hour course**

Gundagai High School																										
Qualification: AHC20116 Certificate II in Agriculture																										
Year 11 Commencement: 2022																										
Unit Code	Unit Title	NESA Hrs	Term 1								Term 2								Term 3							
			1-5				6-10				1-5				6-10				1-5				6-10			
AHCWHS201	Cluster 1 Participate in workplace health and safety	15																								
AHCMOM202	Cluster 7 Operate tractors	20																								
AHCMOM203	Cluster 7 Operate	15																								
AHCBIO201	Cluster 12 Inspect & clean machinery for plant, animal & soil material	10																								
AHCINF202	Cluster 9 Install, maintain & repair farm fencing	15																								
<a href="#">AHCINF201</a>	Cluster 9 Carry out basic electric fencing operations	10																								
<a href="#">AHCLSK316</a>	Cluster 11 Prepare livestock for competition	15																								
<a href="#">AHCLSK202</a>	<i>Livestock:</i> Cluster 5 Care for health and welfare of livestock	20																								
<a href="#">AHCLSK205</a>		15																								
		10																								

No Clusters to be assessed during this time due to yearly exams



## SCOPE AND SEQUENCE – AHC20116 Certificate II in Agriculture

**2 units x 2 years**

[illegible]

## SCOPE AND SEQUENCE – 2 units x 2 years

Gundagai High School

Qualification: **CPC20220 Certificate II in Construction Pathways** (Release 6) and **Statement of Attainment towards CPC20120 Certificate II in Construction** (Release 3)

**Preliminary Commencement: Term 1, 2022**

[illegible]



**SCOPE AND SEQUENCE** – Course name: Entertainment Industry 2 units x 2 year

## Gundagai High School

Qualification: **Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services**

HSC Year: 2023

[illegible]



Assessment Plan			Evidence gathering techniques			
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 1 – White Card	CPCCWHS1001	Prepare to work safely in the construction industry	x			x
Cluster 2 – Safe and Sound	CUAWHS312 CUASOU331	Apply work health and safety practices Undertake live audio operations	x	x		x
Cluster 3 – Bump in the Light	CUALGT311 CUASTA212	Operate basic lighting Assist with bump in and bump out of shows	x	x	x	x
Cluster 4 – Working in the Industry	CUAIND311	Work effectively in the creative arts industry	x			x
Cluster 5 – To Project and Serve	SITXCCS006 CUASOU306 CUAVSS312	Provide service to customers Operate sound reinforcement systems Operate vision systems	x			x
Cluster 6 - Showtime	CUASTA311 CUASMT311 CUAIND314	Assist with production operations for live performances Work effectively backstage during performances Plan a career in the creative arts industry	x	x	x	x
Cluster 7 – 60 hour specialisation	BSBWOR301 CUAPPR304 CUALGT304	Organise personal work priorities and development Participate in collaborative creative projects Install and operate follow spots	x			x

**SCOPE AND SEQUENCE** – Course name: Manufacturing and Engineering - Introduction

**2unit x 2year**

[illegible]

**2unit x 2year**

Gundagai High School																																				
Qualification: MEM10119 Certificate I in Engineering & Statement of Attainment toward MEM20413 Certificate II in Engineering Pathways																																				
HSC Commencement: 2023																																				
Unit Code	Unit Title	NES A Hr s	Term 4										Term 1								Term 2								Term3							
			1-5					6-10					1-5				6-10				1-5				6-10				1-5		6-10					
MEMPE006 A	Undertake a basic engineering project	30																																		
MEMPE001 A	Use engineering workshop machines	20																																		
MEMPE002 A	Use Electric welding machines	20																																		
MEMPE004 A	Use fabrication equipment	20																																		
MEMPE005 A	Develop a career plan for the engineering and manufacturing industry	5																																		



# Gundagai High School

## Senior Referencing Policy

**All assessment tasks must contain a reference list and use the American Psychological Association referencing style.**

A **reference list** is an **alphabetical list of sources**, which is placed at the end of your assignment. This list gives the full publication details of each source you cited in your assignment.

A **bibliography** is a wider list of reading that includes both in-text references and other sources which may have informed your thinking on the topic, but may not have been placed as an in-text reference in your assignment.

University of New England Academic Skills Office (n.d., para. 1)

If you fail to cite all sources you use, this is **plagiarism**.

Plagiarism will result in **serious consequences** as set out in the Gundagai High School Senior Assessment Handbooks:

**The following are considered malpractice:**

- Cheating during an assessment task
- Copying from another student and claiming the work as your own
- Allowing another student to copy your work
- Plagiarism of material with no due acknowledgement
- In any of these cases you will receive a score of zero for that task and it will be noted as a non-attempt.

**Why be concerned about plagiarism?**

- It is dishonest
- It is unfair to yourself and others
- It is illegal under the Copyright Act 1968

**A list of sources that must be cited:**

Websites and emails	Movies
CDs and DVDs	Letters
Books	Quotations
Magazines	Artworks
Newspapers	Advertisements
Pamphlets	Pictures
Maps	Blogs
Encyclopedia articles	Other students' work
TV Shows	Teachers
Music	Wikis Other people's ideas
Interviews	

WCC Library (n.d.)

**You do not need to cite:**

- Your own experiences
- Common knowledge

Wright (2012)

**Common knowledge includes:**

- Facts that are commonly known by most people (eg there are twelve months in a year)
- Facts that are so well known they are easily available in a number of different kinds of sources (eg World War 2 began in 1939)
- Common-sense observations (eg interest rates going up will affect mortgage repayments).

**How to reference your work**

Gundagai High School uses the **APA referencing style** (American Psychological Association), as this is the referencing style used by many universities including Charles Sturt University.

When referencing your assessment tasks, you are required to do two things:

1. In-text citation within the text itself, and
2. A reference list at the end of the task.

**Tips**

1. Insert references as you write.
2. Use [BibMe.org](http://BibMe.org) website which is in APA formatting to compile your reference list. This will save you a lot of time.
3. Use the **APA Referencing Summary** from Charles Sturt University (In the Library)

**Examples of In-text and Bibliographic Citation**

<b>BOOK</b>	<p>Author Surname, First Initial (Year of Publication). Title (Edition). Place of Publication: Publisher</p> <p><b>In-text Citation</b></p> <p>Cameron, S. (2009, p.49) defines summarising as “a shortened version of the original text”.</p> <p><b>Reference List</b></p> <p>Cameron, S (2009). <i>Teaching Reading Comprehension Strategies</i>. New Zealand: Pearson.</p>
<b>WEBSITE</b>	<p>Author/Organisation. (Year of Publication). ‘Page Title’. <i>Website title</i>. Retrieved date accessed from web address.</p> <p><b>In-text Citation</b></p> <p>Referencing correctly ensures that you acknowledge the author.....(Wright, 2012)</p> <p><b>Reference List</b></p> <p>Wright, N. (2012) What is referencing? In <i>How to reference your work</i>. Retrieved 20<sup>th</sup> August 2013 from</p>

	<a href="http://www.uea.ac.uk/services/students/let/appointments/how_to_reference_your_work_slides">http://www.uea.ac.uk/services/students/let/appointments/how_to_reference_your_work_slides</a>
<b>NEWSPAPER</b>	<p>Author. (Publication date). 'Article title'. Newspaper title, Page numbers.</p> <p><b>In-text Citation</b></p> <p>Raggatt, M. (2013, p.2) describes the solar farm near Uriarra as being the biggest in Australia.</p> <p><b>Reference List</b></p> <p>Raggatt, M. (2013) <i>ACT shines brightly in solar power rankings</i>. The Canberra Times, p.2-3.</p>
<b>MAGAZINE</b>	<p>Author. (Year of publication). Article title, <i>Magazine title</i>, volume no./month, page/s.</p> <p><b>In-text Citation</b></p> <p>O'Connell (2013, p.33) states "U-862's patrol is significant for being the only time during the Second World War that the Nazi's operated there feared U-boats in Australasian waters".</p> <p><b>Reference List</b></p> <p>O'Connell, G. (2013). Monsoon off Moruya, <i>War Time</i>, Issue 62, Autumn 2013, 30-33.</p>

WWC Library (n.d.) What is Plagiarism? In *Plagiarism*. Retrieved 20<sup>th</sup> August 2013 from <http://wcclibrary.wordpress.com/research-help/plagiarism/>

University of New England Academic Skills Office (n.d.) *APA: The Reference List*. Retrieved 19<sup>th</sup> August 2013 from <http://www.une.edu.au/tlc/aso/students/factsheets/apa-reference-list.pdf>

What is referencing (n.d.) Retrieved 20<sup>th</sup> August 2013 from [http://www.uea.ac.uk/services/students/let/appointments/how\\_to\\_reference\\_your\\_work\\_slides](http://www.uea.ac.uk/services/students/let/appointments/how_to_reference_your_work_slides)



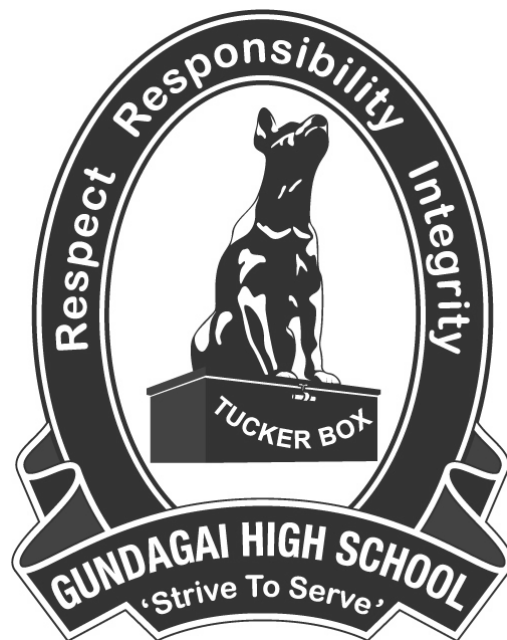
# Gundagai High School

## Senior examination procedures & rules

The following rules and procedures will apply to all formal examinations.

(Note - Other official NESA rules apply to the actual HSC Examinations)

1. Students are to strictly observe the rule that **no communication occurs among students** during the times set down for the examination. Note that communication in this sense includes other forms of communication as well as verbal. Should students need assistance in any way, they should attract the attention of a supervisor by raising a hand and communicating the request to that supervisor.
2. No paper or written matter will be permitted inside the examination room. All paper resources will be supplied by the school. Students are not permitted to borrow equipment during examinations.
3. **Mobile phones, iPods, programmable watches, including smartwatches, etc are not permitted in the examination room.** You can wear your watch in to the examination room, but once you sit down you will have to take it off and place it in clear view on your desk.
4. Other equipment as allowed by HSC regulations e.g. calculators, pens, rulers etc are allowed and may be subject to inspection on entry. Bags must be left outside the examination room or in a position in the room as directed by the supervisor at the beginning of the examination. Special rules may apply to certain examinations requiring specialist equipment.
5. **It is the responsibility of the student to make sure that the correct examination paper has been provided for the course being studied.** When asked to do so by the supervisor, students must check their examination paper to make sure there are no pages missing.
6. **Students are to remain in the examination room for the entire time allocated to that examination.** Should a student finish an exam early, that person is to remain in the examination room quietly until the scheduled end of the examination, taking great care not to do anything that will disturb or distract the attention of other students.
7. Care and consideration should be extended to all other examination students. This especially applies to the exiting from the examination room in the case where some examinations have an earlier scheduled finish than others. This should be done quietly until the early leavers are not only out of the room, but clear of the vicinity of the examination area altogether.
8. No eating is allowed during examinations. To assist supervision in this matter, students are not to chew on other material, e.g. paper, that would give the impression that the student is eating. Students may bring a bottle of water in a clear bottle into the examination room.
9. Normal school uniform is to be worn
10. During the days set aside for examinations, Year 12 and Year 11 students may be permitted to leave the school during non-examination times under the following conditions:
  - a. A note from parent/carers is required giving permission for non-attendance when a student does not have an examination scheduled. Such a note should specify the actual dates and times that non-attendance is to occur.
  - b. A student may be permitted to leave only when that student has no more examinations scheduled for the rest of that day.
  - c. A student may be permitted non-attendance in the morning only when the first scheduled exam for that student begins later in that day. If a student has a period of time between exams on a day, that student is required to be at school and in attendance in supervised study or at recess or lunch.



*"Strive to Serve"*