

Gundagai High School Higher School Certificate Assessment Handbook



2022-2023

Principal's Message

Welcome to Year 12 at Gundagai High School and congratulations on your decision to complete your Higher School Certificate. Year 12 will be a busy time for you as you study for the Higher School Certificate and make plans for life after school. This year it is more important than ever to balance your commitments between school, your family life and your social activities.

It is essential that students, parents and caregivers are familiar with the assessment policy, procedures and requirements that are outlined in this booklet. Completion of all tasks is vital if you are to reach your goals and gain the best possible result in your Higher School Certificate.

This booklet will inform you clearly of assessment tasks that must be completed to show you have satisfied the requirements of your course. You must also complete all course work to a satisfactory standard to meet the requirements for the Higher School Certificate. Your classroom teacher and the executive team are available to assist if you have any concerns. They will provide you with the necessary support if you are experiencing any problems that may affect your studies. I would like to wish you the very best in the 2023 Higher School Certificate and I hope that you experience success in your future aspirations.

Mr Simon Bridgeman

GUNDAGAI HIGH SCHOOL

HSC ASSESSMENT HANDBOOK 2022-2023

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GUNDAGAI HIGH SCHOOL

HSC Assessment Policy and Procedures 2022-2023

The purpose of HSC 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.

Assessment marks will be moderated by the NSW Education Standards Authority (NESA) according to the examination results of students in the external examination, i.e. adjusted for each subject group based on the group's performance relative to that of other students across the state.

Ranking of assessment marks: When all tasks have been completed, the school-based assessment rank will be provided to students. The final school-based assessment mark is not available to students.

When all HSC exams have been completed, NESA will provide students, via Students Online, with a record of the ranks in all courses for which they are entered.

HSC Results: Students will receive for each course an external examination mark and a moderated school-based assessment mark. These will be reported separately on the Higher School Certificate and together make up the final HSC mark for the course.

Assessment Task Schedule

There is an assessment task schedule for each subject. The indicative timeline is provided on each schedule following this policy statement. The 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).

Components and component weightings are prescribed by NESA.

Marks and Ranks

Marked assessment tasks will be returned to students showing the mark and rank. Students and teachers should keep an accurate record of accumulating rank as well as marks received over the assessment period.

Any queries about a task mark must be made on the day when the task is handed back and before the mark is recorded in the teacher's 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 his or her teacher's professional judgment with regard to the marking content of an assessment task.

Cheating and Plagiarism will result in a zero mark for the assessment task involved. Any student proved to have given or received information on the content of an assessment task will be awarded zero marks, and will be issued with an N- Award Warning Letter and may place the award of an HSC in jeopardy.

Missed tasks: If an assessment task is missed (or if it has not been submitted by the due date) and the student has not provided a valid reason e.g. a medical certificate, 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 (where possible) 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 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 apply for a late submission (see sample immediately following the Assessment Policy and Procedures).
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. On the first day of their return, additional independent evidence e.g. a medical certificate, 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 relevant Head Teacher. Students who miss tasks because of illness **must provide a medical certificate**.

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 their 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). A proforma for this purpose is included following the Illness/Misadventure form on page 11 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 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).**

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 sit for the HSC examination in that course.

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

Review of final assessment ranking: When students receive their final assessment rankings, if they consider that their rank in a particular course is incorrect, they are able to request a review of assessment procedures by the Principal, and further by NESA if desired.

The Trial HSC marks and rank are recorded on the final Year 12 report. These results are only part of the total HSC assessment.

CHECK LIST OF STUDENTS' RESPONSIBILITIES

1. Acknowledge, by signature and date that you have received and read this 2022-2023 Assessment Schedule and Policy.
2. Read carefully the attached extract from the NESA ACE website in relation to attendance and satisfactorily completion of a HSC course (<https://ace.nsea.nsw.edu.au>).
3. Attend regularly, punctually and complete all assessment tasks. Assessment task schedules are provided in advance to allow for appropriate planning ahead.
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. 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. 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 independent evidence to cover the assessment task date and any additional date/s of absence.

Assessment and the HSC

In the HSC, the assessment mark provided by the school makes up 50% of the final HSC mark. Both the assessment mark and the HSC exam mark are also shown separately on the Higher School Certificate.

A number of principles apply to the tasks which make up the assessment program for any course.

1. Assessment tasks and HSC exams will be standards-referenced.

What does this mean?

- Results will depend on students' achievement in relation to predetermined standards and NOT on achievement relative to other students.
- Marking schemes for tasks are linked to standards. State of New South Wales, Department of Education, 2019 www.sscl.schools.nsw.edu.au
- Standards are based on syllabus outcomes and the HSC descriptive performance bands. The performance bands clearly describe what students at each level of achievement typically know and can do in the course.
- The mark will reflect the rank order and relative differences in student achievement.
- Students will be informed of their final position or ranking at the end of the course.

2. Assessment tasks are designed to measure performance covering a wider range of outcomes than may be tested in the HSC examination, therefore, assessment tasks will not all look the same as HSC questions.

3. Students will be informed in advance of:

- The dates of each Assessment Task
- The type of skill involved in the task
- The syllabus outcomes for each task
- The marking criteria which will be used
- The value of each task within the whole HSC program (its weighting).

NESA has established weightings for the different components or skills to be tested. The table of weightings is included in the Syllabus for the relevant course. All schools use these weightings in calculating assessment marks

4. Students will be given feedback on their performance in assessment tasks.

5. The HSC TRIAL examination is intended to give students practice in the style of the HSC exam. Each question will show the marks allocated as in the HSC exam. These marks will then be converted to reflect the weightings set out in the assessment schedule.

6. The full script of each syllabus and other supporting documents including specimen examination questions, draft performance bands and past HSC examinations are published on the NESA website. Performance Bands developed by NESA are provided on their website.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

Students should also refer to Students Online and the 2022 HSC Rules and Procedures Guide. This guide must be read by all students entered for an HSC course.

Frequently Asked Questions

Why do I have to complete assessment tasks?

The purpose of a separate School Assessment is to provide an indication of a student's achievement based on:-

- (a) A wider range of syllabus outcomes than is measured by an external examination.
- (b) Marks obtained throughout each course rather than at a single examination.

The assessment marks submitted by the school for a particular course are intended to measure the student's achievement against standards set by NESA.

When do assessments start?

With the exception of Mathematics Extension 1, assessments for the HSC course must not commence until after the completion of the Preliminary course. Students who have been allowed to enter the HSC course on probation will need to complete outstanding Preliminary assessment tasks concurrently with HSC assessment tasks.

Assessment for the Mathematics Extension 1 HSC course can be based on the whole of Mathematics Extension 1 (both Preliminary and HSC courses). However, assessment for Mathematics Extension 1 should not begin until the school program of HSC assessments for other subjects begins (this is usually no earlier than Term 4 of Year 11).

What tasks are assessment tasks?

Not all work marked by your teachers is used for HSC 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:-

- i) Given the Assessment Task in writing
- ii) Told it is an assessment task
- ii) Told the nature of the task
- iv) Given at least 2 weeks prior notice of the due date
- v) Told what percentage of the total assessment it will be worth.

This school has a policy that no:-

- (a) Single assessment task is worth less than 10% of the total subject assessment mark.
- (b) No assessment tasks are to be due 7 days prior to a mid-course examination, 14 days before a Trial HSC examination or after the Trial HSC examination.

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

Examination Week: Exam week is outlined in this booklet and only illness and a doctor's certificate will be accepted as a valid reason to miss an exam.

Class Assessment: You should notify your teachers as soon as possible. This must be done prior to the due date, giving your reasons in writing. This must be signed by your parent or carer.

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

Part of the reason for this booklet 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 or injury, it is then up to you to follow the Illness/Misadventure procedure in order to have alternative arrangements considered.

What 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.

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

- i) Collect an Illness/Misadventure form from the Principal/Deputy Principal for each task missed,
- ii) Then complete the form with relevant details and attach a medical certificate for illness,
- iii) 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.

2. If there is no valid reason you will score zero.

What 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.

Requirement for Principals to Warn Students

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:

- a) 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;
- b) Advise the parent in writing if the student is under 18;
- c) Request from the student and/or parent a written acknowledgement of the warning;
- d) Issue at least one follow-up warning letter (if the student is still at risk of not meeting requirements);
- e) 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.

What If I would like to change subjects, courses or units?

Students studying a HSC course may not change subjects or courses unless the Principal is satisfied that they have satisfactorily completed the Preliminary course in the subject they wish to enter and that they will be able to complete all HSC course requirements, including assessment.

Completion of the relevant transfer form is required.

What if I change schools?

Students who transfer to a new school prior to June 30th in the HSC year will complete assessed tasks set from the date of enrolment at that school and for moderation purposes, will then be included in the new school cohort.

Students who transfer to a new school after 30th of June in the HSC year will be assessed from assessment information collected by their former school and will be treated as a member of their former school for moderation purposes.

What if I repeat Year 12?

Students may repeat one or more HSC subjects within a five year period.

Students who repeat Year 1, will have their assessment based on work in Year 12 of the repeat year only. Students studying courses requiring the submission of major works or research projects may not resubmit for marking any major works or projects entered and marked in a previous year, without permission from the Board of Studies.

How will I receive information about my performance?

For each task you will be told your Assessment mark and your ranking in that task.

You will receive two school reports.

The Mid-Course Report will record:-

- The mark in the mid-course Exam, for each course studied
- A list of various outcomes for the course and an indication of the level which you have achieved those outcomes
- A personal profile of your work and study habits
- A teacher's comment

The Final Report will record:-

- Mark in Trial HSC exam for each course studied
- A list of outcomes for the course and an indication of the level to which you have achieved those outcomes
- A personal profile of your work and study habits
- A teacher's comment

NOTE: Marks for one-unit subjects (eg Extension 1 Mathematics) will be out of 50, two-unit subjects out of 100.

What if I disagree with my cumulative assessment rank?

You are not told your final Assessment Mark but you will be told of your cumulative HSC Assessment Rank.

Other than when you first receive an assessment task mark, you cannot seek review against the mark awarded for individual assessment tasks. i.e. when your teacher returns a marked assessment task in class that is the time to query the mark. Any Assessment Review will be based on the "order of merit placement".

PROCEDURES FOR ILLNESS / MISADVENTURE

Students missing an assessment task and wishing to make an application for Illness/Misadventure must follow the procedure outlined below:

Step One: Contact the School

- Student/Family member is requested to inform the school of the absence.



Step Two: Obtain Relevant Documentation

- For illness, the student MUST obtain a medical certificate for the period of absence.
- For misadventure, the student should obtain a statement or any supporting documentation, where possible, outlining the situation.



Step Three: On first day of return

- It is the student's responsibility to:
- Report to the Head Teacher of the faculty concerned for missed in-school assessment tasks and hand-in tasks.
- Report to the Deputy Principal for missed examinations.
- Complete an Illness / Misadventure Application form including Head Teacher comments and Parental Signature.



Step Four: Submission, Resolution and Feedback

- Submit the application form to the relevant Head Teacher or Deputy Principal within 2 days of your return.
- The Deputy Principal will consider the application.
- Resolution and feedback will be given to the Head Teacher, student and parents.



MISADVENTURE FORM

Application for special consideration

Confidential

Senior Students are responsible for the completion of the misadventure form. Complete each of Steps 1-4.

(See both pages)

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

1 Name: _____ Year: _____ Roll Class: _____

2 Course: _____ Teacher: _____

3 Assessed Task:

4 Date Due: ____ / ____ / ____

5 Reason for this application:

☐ Absence
due to

☐ Non-Completion

☐ Under-achievement

☐ Illness

☐ Accident/ Misadventure

☐ Procedure

Details: Attach supporting documents such as medical certificates.

If the reason is a confidential, personal issue, the signature and endorsement of the Principal, a DP or Counsellor may be substituted for details in this part.

(Medical Certificate from _____ (Doctor) Attach a copy)

Signature of Student

Date

Signature of Parent / Guardian

Step 2

Subject Faculty:

1. Class Teacher's Recommendation:

Supported ☐

Not supported ☐

Step 3

Subject Faculty:

2. Head Teacher's Recommendation:

Supported ☐

Not supported ☐

3. Decision:

☐ Extension of time without penalty

☐ Set a substitute

Task Completion date: / /

☐ Give an estimate based on the evidence **(consult with Principal if considering this option)**

☐ Insufficient cause, assessment, assessment confirmed.
(Comments Optional)

Student's Signature:

Signed: _____ (Head Teacher)

Step 4 (A student may appeal the Decision in Step 3)

Present the completed form to: Year 12, The Principal, Year 11, Deputy Principal

Supported ☐

Not supported ☐

Signed:

Principal's Signature

File Date:

PROCEDURES FOR NON-COMPLETION OF HSC COURSE REQUIREMENTS

Process and Support for Students

Course Completion

Criteria:

The satisfactory completion of a course requires Principals to have 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

STRUCTURE	SUPPORT
First Course Warning Letter Issued <ul style="list-style-type: none"> This letter is issued due to concerns with the satisfactory completion of a course. This may include but not limited to: <ul style="list-style-type: none"> Non-serious attempt made in a formal assessment task Lack of application in completing course work A pattern of unexplained absence impacting on the undertaking of the course 	Classroom Teacher <p>Send an official warning – Non-completion of Course letter, which stipulates:</p> <ul style="list-style-type: none"> The Course requirements, specifically outlining the nature of the task(s) to be completed. The original due date for this work The actions, required by the student, to resolve the Warning letter The revised due date for this work to be completed Has a conversation with the student affirming the need to undertake and complete course work to satisfy the course outcomes.
ONE Course Warning Letter Head Teacher/Student Interview <ul style="list-style-type: none"> Areas of concern discussed and support provided A plan is devised, outlining steps required in order to resolve the issue. A minimum of two weeks is given to redeem the situation. 	Head Teacher Interview <ul style="list-style-type: none"> Provide student with information about the work that needs to be completed as well as a clear plan/timeframe to resolve the situation. A record of interview and outcome is recoded in SENTRAL
TWO Course Warning Letters <p>Teaching and Learning Support Teacher/Student Interview</p>	Teaching and Learning Support Teacher Interview <p>Interview support could include:</p> <ul style="list-style-type: none"> A step-by-step plan and direction to address and resolve issues as stipulated in the Course Warning Letters. A two-week time frame to complete resolve the issue with a review meeting to confirm progress Support student with organisational skills Outline further school provided support mechanisms (for example: learning support period) Referral to the Deputy Principal if unresolved
THREE Course Warning Letters Deputy/Parent Interview <ul style="list-style-type: none"> An interview is conducted between the parent/ carer, student and deputy to discuss the letters issued to date, NESA requirements and explain the N-Award process (Years 11 and 12) A formal program of improvement is developed The program of improvement is implemented and reviewed at an agreed time. 	Deputy Principal Interview <p>Interview support includes:</p> <ul style="list-style-type: none"> Parental Interview conducted Negotiated Program of Improvement developed and communicated to student/parent/teachers Support provided with clear targets/goals and a review meeting time arranged
FOUR Course Warning Letters Principal/Deputy/Parent Review Interview <p>An interview is conducted between the principal, parent/carers, student and deputy to review support implemented so far and discuss the N-Award</p>	Principal Interview <p>Interview outcomes:</p> <ul style="list-style-type: none"> Negotiated Program of Improvement developed and review date set to follow up progress Possible N determination made if work is unresolved (Years 11 and 12) May issue a formal letter of expulsion for students over 17 years of age

Satisfactory completion of a HSC course: non-completion ('N') determinations ACE 8021

Last Updated: 3 May 2019

The NSW Education Standards Authority (NESA) has **delegated to Principals** the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESA.

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

For **post-compulsory students**, Principals may determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied.

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

'N' determinations **may not** be made for reasons related to school management or codes of conduct, such as non-payment of fees, participation in prohibited activities, non-wearing of school uniform or misuse of school equipment.

KEY WORDS FOR THE HIGHER SCHOOL CERTIFICATE

Account	Account for: state reasons for, report. Give an account of; narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
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 (analyse / evaluate)	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis / 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 between
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

To help develop a consistent understanding of some key words in the HSC, the above glossary provides the meaning of these words as they generally apply across subject areas.

Assessment Task Reflection Sheet & Planner



ASSESSMENT TASK REFLECTION SHEET



Complete one of these for each of your Assessment Tasks, after your task has been marked, returned to you with corrections, marks/grades and feedback for improvement. These self-reflection sheets will help you make improvements for future work.

Name:	Subject:
Task:	Due Date: Date Handed in:

List the skills and techniques I learned and/improved from completing this task:
--

What problems did you encounter?	I overcame these problems by
----------------------------------	------------------------------------

I could have improved this task by
--

I enjoyed this task because

Other comments/reflection

ASSESSMENT TASK PLANNING SHEET



The completion of this planning sheet will help you plan how you will complete your assessment.

Name:		Subject:
Task:		
Due Date:		Date handed in:

Task Requirements: (You write your understanding of the task. What is being asked of you.		
Steps to complete this task:	Outline the steps you plan to take to complete this task	Sign and Date here when completed
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
Resources needed to complete this task:	<ul style="list-style-type: none"> _____ _____ _____ _____ _____ 	
How will this task be presented? Eg. PowerPoint, A4 Folio, Model		

Biology

Higher School Certificate Assessment Schedule

For implementation for Year 12 from Term 4, 2022

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Modelling and Reporting	Practical Test	Depth Study	Trial HSC Examination	
	20%	20%	30%	30%	
	Term 4, 2022, Week 9	Term 1, 2023, Week 8	Term 2, 2023, Week 8	Term 3, 2023, Week 5	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	BIO12-2 BIO12-3 BIO12-6 BIO12-7 BIO12-12	BIO12-3 BIO12-4 BIO12-6 BIO12-13	BIO12-1 BIO12-4 BIO12-6 BIO12-7 BIO12 K&U TBA	All outcomes	
Knowledge and Understanding	5	5	10	20	40
Working Scientifically Skills	15	15	20	10	60
Total %	20	20	30	30	100

Outcomes

A Student:

BIO12-1 develops and evaluates questions and hypotheses for scientific investigation

BIO12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO12-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO12-5 analyses and evaluates primary and secondary data and information

Problem solving

BIO12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species

BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change

BIO12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system

BIO12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

Gundagai High School Scope and Sequence – Year 12 Biology

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module 5: Heredity									
	Outcomes: BIO11/12-2, BIO11/12-3, BIO11/12-6, BIO11/12-7, BIO12-12									
									Modelling and Reporting skills 20 %	

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module 6: Genetic change									
	Outcomes: BIO11/12-3, BIO11/12-4, BIO11/12-6, BIO12-13									
		Depth study Planning 1HR	Depth study Planning 1HR	Depth study Planning 1HR	Depth study Planning 1HR	Depth study Planning 1HR		Practical test 20%	Depth study Conducting 1HR	

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module 7: Infectious disease									
	Outcomes: BIO11/12-1, BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-14									
	Depth study Conducting 1HR	Depth study Conducting 1HR	Depth study Conducting 1HR	Depth study Writing 1HR	Depth study Writing 1HR	Depth study Writing 1HR	Depth study Writing 1HR	Depth Study 30%		

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module 8: Non-infectious disease									
	Outcomes: BIO11/12-3, BIO11/12-5, BIO11/12-6, BIO12-15									
					HSC Trial Exam 30%					

Gundagai High School Assessment Schedule

Business Studies – Year 12

For implementation for Year 12 from Term 4, 2022

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Task	Short Answer Response	Extended Response ALARM	Trial HSC Examination	
	Term 4, Week 7	Term 1, Week 9	Term 2, Week 7	Term 3, Week 5	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	H2	H2	H2	H1	
	H4	H3	H4	H2	
	H5	H4	H5	H3	
	H7	H5	H6	H4	
	H9	H6	H8	H5	
		H8	H9	H6	
		H9		H8	
		H10		H9	
				H10	
Knowledge and understanding of course content	5%	15%	5%	15%	40%
Inquiry and research	10%		10%		20%
Stimulus-based skills	5%	5%	5%	5%	20%
Communication of business information, ideas and issues in appropriate forms	5%	5%	5%	5%	20%
Total %	25%	25%	25%	25%	100

Outcomes

A Student:

- H1 critically analyses the role of business in Australia and globally
- H2 evaluates management strategies in response to changes in internal and external influences
- H3 discusses the social and ethical responsibilities of management
- H4 analyses business functions and processes in large and global businesses
- H5 explains management strategies and their impact on businesses
- H6 evaluates the effectiveness of management in the performance of businesses
- H7 plans and conducts investigations into contemporary business issues
- H8 plans and conducts investigations into contemporary business issues
- H9 communicates business information, issues and concepts in appropriate formats
- H10 applies mathematical concepts appropriately in business situations concepts appropriately in business situations

Gundagai High School Scope and Sequence Year 12 Business Studies

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 4	Operations: contemporary business issues; business case studies; operations – management, influences, processes, strategies										
	Outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9										
							Research Task 25%				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	Finance: contemporary business issues; business case studies; marketing – role, influences, processes, strategies										
	Outcomes: H2, H3, H4, H5, H6, H7, H8, H9, H10										
									Short Answer Response 25%		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 2	Marketing: contemporary business issues; business case studies; financial management – role, influences, processes, strategies										
	Outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10										
							Extended Response ALARM 25%				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 3	Human resources: contemporary business issues; business case studies; human resource management – role, influences, processes, strategies										
	Outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10										
					Trial HSC 25%						

Gundagai High School Assessment Schedule

Community and Family Studies – Year 12

For implementation for Year 12 from Term 4, 2022

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Independent Research Project	Investigation/ Research (Groups in Context) Positive influences on community attitudes towards a group	Presentation/ Scenario's/ Case Study (Parenting and Caring)	Trial HSC Examination	
	Term 4, Week 9	Term 1, Week 5	Term 2, Week 6	Term 3, Week 5	
	Outcomes assessed H 4.1 H 4.2	Outcomes assessed H 2.2 H 2.3 H 3.3	Outcomes assessed H 1.1 H 2.1 H 2.2 H 2.3 H 3.2 H 3.4 H 5.1 H 5.2 H 6.1	Outcomes assessed H 1.1 to H 6.2	
Knowledge and understanding of course content	10%	10%	10%	15%	45%
Skills in critical thinking, research methodology, analysis and communicating	10%	15%	15%	15%	55%
Total %	20%	25%	25%	30%	100

Outcomes

A Student:

- H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.1 analyses different approaches to parenting and caring relationships
- H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups
- H3.2 evaluates networks available to individuals, groups and families within communities
- H3.3 critically analyses the role of policy and community structures in supporting diversity
- H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H4.1 justifies and applies appropriate research methodologies
- H4.2 communicates ideas, debates issues and justifies opinion
- H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H5.2 develops strategies for managing multiple roles and demands of family, work and other environments
- H6.1 analyses how the empowerment of women and men influences the way they function within society.
- H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments.

Gundagai High School Scope and Sequence Year 12 Community and Family Studies

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Research Methodology										
	H 4.1, H 4.2										
									Independent Research Project 20%		
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Groups in Context – Category A (Mandatory Groups)				Groups in Context – Category B groups (select 2 groups)						
	H 2.2, H 2.3, H 3.3				H 2.2, H 2.3, H 3.3						
					Investigation Task 25%						
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	HSC Core: Parenting and Caring										
	H 1.1, H 2.1, H 2.2, H 2.3, H 3.2, H 3.4, H 5.1, H 5.2, H 6.1										
						Presentation / Scenario's/ Case Study 25%					
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	HSC Options: 1. Family and Social Interactions, 2. Social impacts of Technology, 3. Individuals and Work (students as a class to select option)										
	H 1.1 – H 6.2										
					Trial HSC 30%						

Gundagai High School Assessment Schedule
English Advanced-Year 12
For implementation for Year 12 from Term 4, 2022

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Multimodal text using prescribed text and related material Texts and Human Experiences	Comparative essay Textual Conversations	Imaginative task & Reflective writing Craft of Writing	Trial HSC Examination Common Module Module A Module B Module C	
	Term 4, Week 10	Term 1, Week 8	Term 2, Week 8	Term 3, Week 5	
	EA12-2, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7	EA12-1, EA12-3, EA12-4, EA12-9	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7, EN12-8	
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Total %	20	25	25	30	100

Outcomes

A student:

- EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
- EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA12-6 investigates and evaluates the relationships between texts
- EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
- EA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

Gundagai High School Scope and Sequence Year 12 English Advanced

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Common Module: Texts and Human Experiences										
	Outcomes: EA12-1, EA12-2 EA12-3, EA12-5, EA12-6, EA12-7										
										Multi-modal presentation 20%	
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Module A: Textual Conversations										
	Outcomes: EA12-1, EA12-3, EA12-5, EA12-6, EA12-8										
								Comparative Essay 25%			
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Module C: Craft of Writing										
	Outcomes: EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9										
								Imaginative task & Reflective writing 25%			
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Module B: Trial HSC Examination										
	Outcomes: EA12-3, EA12-4, EA12-5, EA12-6, EA12-8										
					Trial HSC 30%						

Gundagai High School Assessment Schedule

English Standard – Year 12

For implementation for Year 12 from Term 4, 2022

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Multi-modal presentation Common Module: Texts and Human Experiences	Creative Writing Module A: Language, Identity and Culture	Essay Module C: The Craft of Writing	Trial HSC Examination	
	Term 4, Week 8	Term 1, Week 7	Term 2, Week 8	Term 3, Week 5	
	Outcomes assessed EN 12-2, EN 12-4, EN 12-6, EN 12-8	Outcomes assessed EN 12-1, EN 12-3, EN 12-5, EN12-9	Outcomes assessed EN 12-1, EN 12-2, EN 12-4, EN12-7	Outcomes assessed EN 12-1, EN 12-3, EN 12-5, EN 12-8	
Listening			5%		5
Writing		15%	10%	15%	40
Speaking	10%				10
Reading		5%	10%	10%	25
Representing	15%	5%			20
Total %	25%	25%	25%	25%	100

Outcomes:

A Student:

EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

EN12-6 investigates and explains the relationships between texts

EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds
EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning

EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

Gundagai High School Scope and Sequence Year 12 English Standard

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Common Module: Texts and Human Experiences										
	Outcomes: EN 12-2, EN 12-4, EN 12-6, EN 12-8										
								Multi-modal 25%			
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Module A: Language, Identity and Culture										
	Outcomes: EN 12-1, EN12-3, EN 12-5, EN12-9										
							Creative Writing 25%				
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Module C: The Craft of Writing										
	Outcomes: EN 12-1, EN 12-2, EN 12-4, EN 12-7										
								Essay 25%			
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Module B: Close Study of Literature										
	Outcomes: EN 12-1, EN 12-3, EN 12-5, EN 12-8										
					Trial HSC 25%						

Gundagai High School Assessment Schedule

English Studies – Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Opinion Piece incorporating related material Mandatory Module: Texts and Human Experiences	Research & Multimodal presentation Elective Module: We are Australian	Reading and writing in class task using set text and unseen material Elective: Playing the Game	Trial HSC Examination	
	Term 4, Week 9	Term 1, Week 7	Term 2, Week 5	Term 3, Week 5	
	Outcomes assessed ES12-1, ES12-4, ES12-7, ES12-8	Outcomes assessed ES12-1, ES12-4, ES12-6, ES12-7, ES12-9	Outcomes assessed ES12-1, ES12-3, ES12-4, ES12-5, ES12-8	Outcomes assessed ES12-2, ES12-3, ES12-4, ES12-5, ES12-7, ES12-10	
Knowledge and understanding of course content	15	10	10	15	50%
Skills in: <ul style="list-style-type: none"> Comprehending texts Communicating ideas Using language accurately, appropriately and effectively 	10	10	15	15	50%
Total %	25%	20%	25%	30%	100

For implementation for Year 12 from Term 4, 2020

Outcomes:

A Student:

ES12-1 comprehends and responds analytically and imaginatively 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

ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES12-3 accesses, comprehends and uses information to communicate in a variety of ways

ES12-4 composes proficient texts in different forms

ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences

ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

ES12-7 represents own ideas in critical, interpretive and imaginative texts

ES12-8 understands and explains the relationships between texts

ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences

ES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

Gundagai High School Scope and Sequence Year 12 – English Studies

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Mandatory Module: Texts and Human Experiences										
	Outcomes: ES12-1, ES12-4, ES12-7, ES128										
									Opinion Piece 25%		

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Elective Module: We are Australian										
	Outcomes: ES12-1, ES12-4, ES12-6, ES12-7, ES12-9										
							Research & Multimodal Presentation 20%				

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Elective Module: Playing the Game									
	Outcomes: ES12-1, ES12-3, ES12-4, ES12-5, ES12-8									
					Reading and Writing in class task 25%					

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Elective: The Big Screen									
	Outcomes: ES12-2, ES12-3, ES12-4, ES12-5, ES12-7, ES12-10									
					Trial HSC 30%					

Gundagai High School Assessment Schedule
Industrial Technology
For implementation for Year 12 from Term 4, 2022

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Product Analysis	Designing and Planning Presentation	Project Development and Management Report	Trial HSC Exam	
	Term 4, Week 8	Term 1, Week 10	Term 2, Week 8	Term 3, Week 5	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	H3.2, H4.3, H5.2, H6.1	H3.2, H4.2, H4.3, H5.2, H6.1	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.1	
Knowledge and understand of course content	5	5	10	20	40
Knowledge and skills in the design, management, communication and production of a major project	15	15	20	10	60
Total %	20	20	30	30	100

Outcomes:

- H1.1 investigates industry through the study of businesses in one focus area
- H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
- H1.3 identifies important historical developments in the focus area industry
- H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
- H3.1 demonstrates skills in sketching, producing and interpreting drawings
- H3.2 selects and applies appropriate research and problem-solving skills
- H3.3 applies and justifies design principles effectively through the production of a Major Project
- H4.1 demonstrates competence in a range of practical skills appropriate to the Major Project
- H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components
- H5.1 selects and uses communication and information processing skills
- H5.2 examines and applies appropriate documentation techniques to project management
- H6.1 evaluates the characteristics of quality manufactured products
- H6.2 applies the principles of quality and quality control
- H7.1 explains the impact of the focus area industry on the social and physical environment
- H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

Gundagai High School Scope and Sequence Year 12 Industrial Technology

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
		Design, Management and Communication. Industry Related Manufacturing Technology is integrated									
		Outcomes: H3.2, H4.3, H5.2, H6.1									
								Product Analysis 20%			
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Production. Industry Study is integrated. Design, Management and Communication – Folio updated on an ongoing basis										
	Outcomes: H3.1, H3.2, H3.3, H5.1										
										Designing and Planning Presentation 20%	
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Production. Industry Study is integrated. Design, Management and Communication – Folio updated on an ongoing basis										
	Outcomes: H2.1, H3.3, H4.1, H5.1, H5.2, H6.2										
								Project Development & Management Report 30%			
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Production. Industry Study is integrated. Design, Management and Communication – Folio updated on an ongoing basis										
	Outcomes: H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.1										
					Trial HSC 30%						

Investigating Science
Higher School Certificate Assessment Schedule

For implementation for Year 12 from Term 4, 2022

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Depth Study	Report	Fact or fallacy Primary Investigation	Trial HSC Examination	
	30%	20%	25%	30%	
	Term 4, 2022, Week 10	Term 1, 2023, Week 6	Term 2, 2023, Week 7	Term 3, 2023, Week 5	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	INS 11/12-1 INS 11/12-2 INS 11/12-4 INS 12-13	INS 11/12-1 INS 11/12-1 INS 11/12-3 INS 12-12	INS 11/12-4 INS 11/12-5 INS 11/12-6 INS 11/12-7 INS 12-14	INS 11/12-5 INS 11/12-7 INS 12-12 INS 12-13 INS 12-14 INS 12-15	
Knowledge and Understanding		10%	5%	25%	40%
Skills in Questioning, Predicting and Communicating	15%	5%	5%		25%
Skills in Planning and Conducting investigations, Processing and Analysing data, Problem solving	15%	5%	15%		35%
Total %	30%	20%	25%	25%	100%

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

INS12-12 develops and evaluates the process of undertaking scientific investigations

INS12-13 describes and explains how science drives the development of technologies

INS12-14 uses evidence-based analysis in a scientific investigation to support or refute a hypothesis

INS12-15 evaluates the implications of ethical, social, economic and political influences on science

Gundagai High School Scope and Sequence Year 12 Investigating Science

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8		Week 9	Week 10	Week 11
	Technology and Depth Study											
	Outcomes INS11/12-1, INS11/12-2, INS11/12-4, INS12-13											
											Depth Study 30%	

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8		Week 9	Week 10	Week 11
	Scientific Investigations											
	Outcomes INS11/12-1, INS11/12-2, INS11/12-3, INS12-12											
						Report 20%						

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		Week 8	Week 9	Week 10	
	Fact or Fallacy											
	Outcomes: INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS12-14											
							Primary Investigation 25%					

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		Week 8	Week 9	Week 10	
	Science and Society and Depth Study											
	Outcomes: INS11/12-5, INS11/12-6, INS11/12-7, INS12-15											
					HSC Exam 25%							

Gundagai High School Assessment Schedule

Mathematics Standard 2 – Year 12

For implementation for Year 12 from Term 4, 2022

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Investigation	Class Activity	Investigation	Trial HSC Examination	
	Term 4, Week 10	Term 1, Week 8	Term 2, Week 9	Term 3, Week 5	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-8 MS2-12-10	MS2-12-1 MS2-12-4 MS2-12-6 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-8 MS2-12-10	
Fluency in mathematical skills, concepts and techniques	10	15	10	15	50%
Problem solving, reasoning and communication	10	10	15	15	50%
Total %	20%	25%	25%	30%	100%

Outcomes:

A Student:

MS2-12-1 uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS2-12-2 analyses representations of data in order to make inferences, predictions and draw conclusions

MS2-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate

MS2-12-4 analyses two-dimensional and three-dimensional models to solve practical problems

MS2-12-5 makes informed decisions about financial situations, including annuities and loan repayments

MS2-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms

MS2-12-7 solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data

MS2-12-8 solves problems using networks to model decision-making in practical problems

MS2-12-9 chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use

MS2-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

Gundagai High School Scope and Sequence Year 12 Mathematics Standard 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 4	Network Concepts and Critical Path Analysis										
	MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10										
										Investigation 20%	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	Investments and Loans			Non-right-angled Trigonometry					Simultaneous Linear Equations		
	MS2-12-5, MS2-12-9, MS2-12-10			MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10					MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10		
								Class Activity 25%			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 2	Bivariate Data Analysis				Annuities			Nonlinear Relationships			
	MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10				MS2-12-5, MS2-12-9, MS2-12-10			MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10			
									Investigation 25%		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 3	The Normal Distribution			Ratios and Rates				HSC Revision			
	MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10			MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10							
					Trial HSC 30%						

Gundagai High School Assessment Schedule

Mathematics Standard 1 – Year 12

For implementation for Year 12 from Term 4, 2022

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Class Activity	Class Activity	Investigation	Trial HSC Examination	
	Term 4, Week 9	Term 1, Week 8	Term 2, Week 9	Term 3, Week 5	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	MS1-12-3	MS1-12-3	MS1-12-1	MS1-12-1	
	MS1-12-8	MS1-12-4	MS1-12-2	MS1-12-2	
	MS1-12-9	MS1-12-5	MS1-12-6	MS1-12-3	
	MS1-12-10	MS1-12-8	MS1-12-7	MS1-12-4	
		MS1-12-9	MS1-12-9	MS1-12-5	
		MS1-12-10	MS1-12-10	MS1-12-6	
				MS1-12-7	
				MS1-12-8	
				MS1-12-10	
Fluency in mathematical skills, concepts and techniques	10	15	10	15	50
Problem solving, reasoning and communication	10	10	15	15	50
Total %	20	25	25	30	100

Outcomes

A Student:

- MS1-12-1** uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MS1-12-2** analyses representations of data in order to make predictions and draw conclusion
- MS1-12-3** interprets the results of measurements and calculations and makes judgements about their reasonableness
- MS1-12-4** analyses simple two-dimensional and three-dimensional models to solve practical problems
- MS1-12-5** makes informed decisions about financial situations likely to be encountered post-school
- MS1-12-6** represents the relationships between changing quantities in algebraic and graphical forms
- MS1-12-7** solves problems requiring statistical processes
- MS1-12-8** applies network techniques to solve network problems
- MS1-12-9** chooses and uses appropriate technology effectively and recognises appropriate times for such use
- MS1-12-10** uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

Gundagai High School Scope and Sequence Year 12 Mathematics Standard 1

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Probability				Rates				Networks and Paths		
	MS11-2, MS11-8, MS11-9, MS11-10				MS1-12-3, MS1-12-9, MS1-12-10				MS1-12-8, MS1-12-9, MS1-12-10		
									Class Activity 25%		
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Networks and Paths			Investment			Right-angled Trigonometry		Linear Relationships		
	MS1-12-8, MS1-12-9, MS1-12-10			MS1-12-5, MS1-12-9, MS1-12-10			MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10		MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10		
									Class Activity 25%		
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Linear Relationships		Further Statistical Analysis				Scale Drawing			Depreciation	
	MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10		MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10				MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10			MS1-12-5, MS1-12-9, MS1-12-10	
									Investigation 25%		
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Depreciation		Graphs of Practical Situations				Revision				
	MS1-12-5, MS1-12-9, MS1-12-10		MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10								
					Trial HSC 25%						

Gundagai High School Assessment Schedule
Modern History – Year 12
For implementation for Year 12 from Term 4, 2022

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research and presentation Power and Authority in the Modern World 1919–1946	Historical analysis National Studies	Oral presentation Peace and Conflict	Trial HSC Examination	
	Term 4, Week 8	Term 1, Week 9	Term 2, Week 6	Term 3, Week 5	
	Outcomes assessed MH12-3 MH12-4 MH12-6 MH12-7 MH12-9	Outcomes assessed MH12-2 MH12-3 MH12-4 MH12-5 MH12-8 MH12-9	Outcomes assessed MH12-2 MH12-5 MH12-7 MH12-8	Outcomes assessed MH12-3 MH12-4 MH12-5 MH12-7 MH12-9	
Knowledge and understanding of course content	5	10	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations		5	5	10	20
Historical inquiry and research	10	5	5		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100

Outcomes

MH12-1 accounts for the nature of continuity and change in the modern world

MH12-2 proposes arguments about the varying causes and effects of events and developments

MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past

MH12-4 analyses the different perspectives of individuals and groups in their historical context

MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world

MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument

MH12-7 discusses and evaluates differing interpretations and representations of the past

MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

Gundagai High School Scope and Sequence Year 12 Modern History

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Core Study: Power and Authority in the Modern World 1919 – 1946										
	Outcomes: MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9										
										Research Task 20%	
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	National Studies: Russia and the Soviet Union 1917 – 1941										
	Outcomes: MH12-2 MH12-3 MH12-4 MH12-5 MH12-8 MH12-9										
									Historical Analysis 25%		
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Peace and Conflict: Conflict in Indochina 1954 – 1979										
	Outcomes: MH12-2 MH12-5 MH12-7 MH12-8										
						Oral Presentation 25%					
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Change in the Modern World: The Nuclear Age 1945 – 2011										
	Outcomes: MH12-3 MH12-4 MH12-5 MH12-7 MH12-9										
					Trial HSC 30%						

Gundagai High School Assessment Schedule

Music 1 – Year 12

For implementation for Year 12 from Term 4, 2022

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Composition and Solo or Ensemble Performance representing Topic 1.	Presentation or Submission: Elective Option and Aural Analysis. Presentation of Elective performance or composition portfolio or musicology outline and viva voce and Aural analysis demonstrating an understanding of compositional techniques and features of the topic.	Presentation or Submission: Elective Option and Musicology Portfolio Presentation of Elective performance or composition portfolio or musicology outline and viva voce, and Musicology Portfolio	Trial HSC Examination Aural Skills Examination and Presentation of Elective performance or elective composition portfolio or elective musicology outline and viva voce.	
	Term 4, Week 9	Term 1, Week 8	Term 2, Week 9	Trial Examination Period	
	H1, H2, H3, H5, H7	H1-H8*	H1-H8*	H1-H8*	
Composition	10				10
Musicology			10		10
Performance	10				10
Electives		15	15	15	45
Aural		10		15	25
Total %	20	25	25	30	100

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

Outcomes:

- H1 performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- H2 reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
- H3 improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- H4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
- H5 critically evaluates and discusses performances and compositions
- H6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
- H7 understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
- H8 identifies, recognises, experiments with, and discusses the use and effects of technology in music

Gundagai High School Scope and Sequence Year 12 Music 1

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	1. An Instrument and It's Repertoire									2.	
	Outcomes: H1, H2, H3, H5, H7										
									Composition and Coe Performance 20%		
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	2. Music of the 20 th and 21 st Centuries										
	Outcomes: H1 – H8										
								Core Aural and Elective 1. 25%			
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	3. Own Choice Topic							4. Revision – HSC Prep			
	Outcomes: H1 – H8							Outcomes: H1 – H8			
									Core Musicology and Elective 2. 25%		
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	4. Revision – HSC Prep										
	Outcomes: H1 – H8										
					Trial HSC 30%						

Gundagai High School Assessment Schedule

PDHPE

For implementation for Year 12 from Term 4, 2021

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research and In-class Assessment Priority Health Issue	Written Report Training and Performance	Research Task Option	Trial HSC Examination	
	Term 4, Week 9	Term 1, Week 8	Term 2, Week 8	Term 3, Week 5	
	H1, H2, H3, H5, H15, H16	H8, H11, H16, H17	H8, H13, H16, H17	H1–H5, H7–H11, H14–H17	
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysing and communicating	10	15	15	20	60
Total %	20	25	25	30	100

Outcomes:

A Student:

- H1** describes the nature and justifies the choice of Australia's health priorities
- H2** analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3** analyses the determinants of health and health inequities
- H4** argues the case for health promotion based on the Ottawa Charter
- H5** explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H6** demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
- H7** explains the relationship between physiology and movement potential
- H8** explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9** explains how movement skill is acquired and appraised
- H10** designs and implements training plans to improve performance
- H11** designs psychological strategies and nutritional plans in response to individual performance needs
- H12** analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
- H13** selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
- H14** argues the benefits of health-promoting actions and choices that promote social justice
- H15** critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16** devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17** selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

Gundagai High School Scope and Sequence Year 12 PDHPE

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 4	Core 1: Health priorities in Australia (30% course time)										
	Outcomes: H1, H2, H3, H4, H5, H6, H14, H15, H16										
									Research and in class assessment 25%		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	Option 1: Class choice from options available						Core 2: Factors affecting performance (30% course time)				
							Outcomes: H1, H2, H3, H4, H5, H6, H14, H15, H16				
								Written report (25%)			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 2	Core 2: Factors affecting performance (30% course time)						Option 2: class choice from options available				
	Outcomes: H1, H2, H3, H4, H5, H6, H14, H15, H16						Outcomes: H8, H13, H16, H17				
								Research Task 20%			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 3	Option 2: class choice from options available					Core and option revision					
	Outcomes H8, H13, H16, H17										
					Trial HSC 30%						

Gundagai High School Assessment Schedule

Sport, Lifestyle & Recreation

For implementation for Year 12 from Term 4, 2022

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Aquatics	Outdoor Education	Resistance Training	Healthy Lifestyle	
	Term 4, Weeks 5 and 9	Term 1, Week 9	Term 2, Week 6	Term 3, Week 2	
	1.1, 1.3, 2.2, 3.1, 3.6, 4.4, 4.5	1.1, 1.3, 1.4, 2.3, 3.6, 4.1, 4.2, 4.4	1.1, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4	1.5, 2.3, 3.5, 4.3	
Knowledge and understanding of course content	10	15	10	10	40
Skills in critical thinking, research, analysing and communicating	15	10	15	15	60
Total %	25	25	25	25	100

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

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Theory – Aquatic Activities											
	Practical – Golf / Recreational Activities					Practical – Aquatic Activities / Swimming						
	Outcomes: 1.1, 1.3, 2.2, 3.1, 3.6, 4.4, 4.5											
					Aquatics Part 1 25%				Aquatics Part 2 25%			
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Theory – Outdoor Education											
	Practical – Outdoor Education practical activities											
	Outcomes: 1.1, 1.3, 1.4, 2.3, 3.6, 4.1, 4.2, 4.4											
									Outdoor Education 25%			
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
	Theory – Resistance Training											
	Practical – Resistance Training											
	Outcomes: 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4											
						Resistance Training 25%						
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
	Theory – Healthy Lifestyle											
	Practical – Recreation Activities											
	Outcomes: 1.5, 2.3, 3.5, 4.3											
		Healthy Lifestyle 25%										

Gundagai High School Assessment Schedule

Work Studies – Year 12

For implementation for Year 12 from Term 4, 2022

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Electronic Spreadsheet Personal Finance	Interview Research Managing Work & Life Commitments	Brochure Teamwork and enterprise skills	Final Examination	
	Term 4, Week 8	Term 1, Week 8	Term 2, Week 6	Term 3, Week 5	
	Outcomes assessed 5 7	Outcomes assessed 1 8	Outcomes assessed 2 6	Outcomes assessed 7 8 9	
Total %	20%	20%	20%	40%	100

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 Scope and Sequence Year 12 Work Studies

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Personal Finance								Managing Work & Life Commitments		
	4, 5, 7, 8, 9								2, 3, 5, 6, 7, 8, 9		
								Electronic Spreadsheet 20%			
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Managing Work and Life Commitments									Teamwork & Enterprise Skills	
	2, 3, 5, 6, 7, 8, 9									3, 5, 6, 7, 8, 9	
								Interview Research 20%			
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Teamwork and Enterprise Skills							Team Enterprise Project			
	3, 5, 6, 7, 8, 9							2, 4, 5, 6, 7, 8, 9			
						Brochure 20%					
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Team Enterprise Project										
	2, 4, 5, 6, 7, 8, 9										
					Final Examination 40%						

Appendix 1: 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 Higher School Certificate Assessment Handbook 2013 – 2014:

The following are considered malpractice:-

- a) Cheating during an assessment task
- b) Copying from another student and claiming the work as your own
- c) Allowing another student to copy your work
- d) **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**.

Gundagai High School (2013, p.7)

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	CD Roms and DVD's	Books
Magazines	Newspapers	Pamphlets
Maps	Encyclopaedia articles	TV Shows
Music	Interviews	Movies
Letters	Quotations	Artworks
Advertisements	Pictures	Blogs
Other students work	Teacher's	Wikis
Other people's ideas	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 (e.g 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 (e.g World War 2 began in 1939)
- Common-sense observations (e.g interest rates going up will affect mortgage repayments). Tumut High School (2013, p.74).

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** 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

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

<p>NEWSPAPER</p>	<p>Author. (Publication date). 'Article title'. Newspaper title, Page numbers.</p> <p>In-text Citation</p> <p>Raggatt, M. (2013, p.2) describes the solar farm near Uriarra as being the biggest in Australia.</p> <p>Reference List</p> <p>Raggatt, M. (2013) <i>ACT shines brightly in solar power rankings</i>. The Canberra Times, p.2-3.</p>
<p>MAGAZINE</p>	<p>Author. (Year of publication). Article title, <i>Magazine title</i>, volume no./month, page/s.</p> <p>In-text Citation</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>Reference List</p> <p>O'Connell, G. (2013). Monsoon off Moruya, <i>War Time</i>, Issue 62, Autumn 2013, 30-33.</p>

Appendix 2: Senior Examination Procedures and Rules

The following rules and procedures will apply to these formal examinations

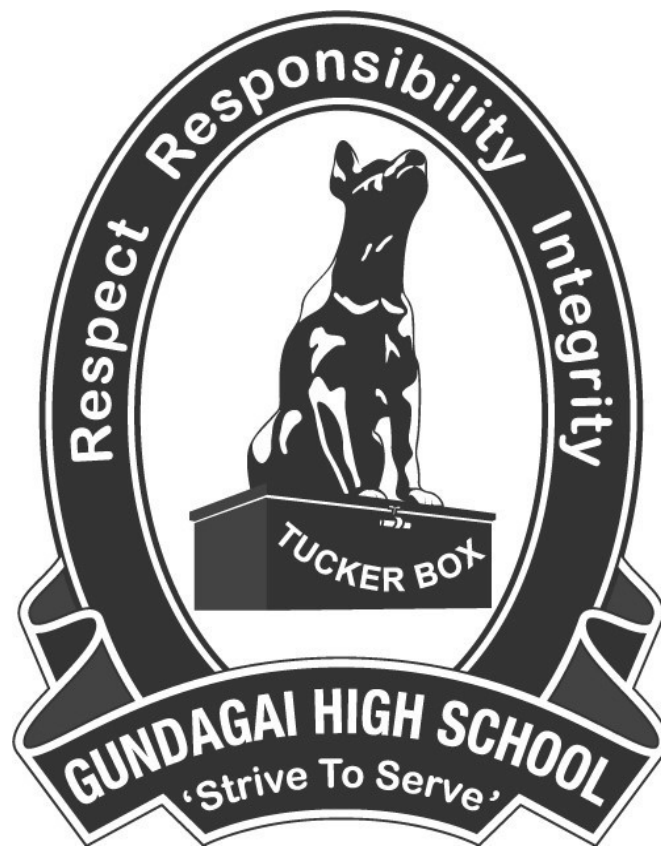
- Year 12 Mid-Year Examination
- Year 12 Trial Examination

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

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1. Students are to strictly observe the rule that no communication occurs among candidates 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 can be admitted to the examination room. All paper resources will be supplied by the school.
3. **Watches, mobile phones and ipods etc are not permitted in the examination room.**
4. Other equipment as allowed by HSC regulations e.g. calculators, pens, rulers etc are allowed, but 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 exam. Special rules may apply to certain exams requiring specialist equipment.
5. **Candidates are to remain in the examination room for the entire time allocated to that examination.** Should a candidate 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 candidates.
6. Care and consideration should be extended to all other examination candidates. 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.
7. No eating or drinking is allowed during examinations and no substance intended for consumption is therefore permitted into the examination room. 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.
8. Normal school uniform is to be worn.
9. During the days set aside for examinations, Year 12 and Year 11 students may be permitted to leave during non-examination times under the following conditions:
 - A note from parent or guardian is required giving permission for non-attendance when a student does not have an exam scheduled. Such a note should specify the actual dates and times that non-attendance is to occur.
 - A student may be permitted to leave only when that student has no more exams scheduled for the rest of that day.
 - 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.

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"Strive to Serve"