

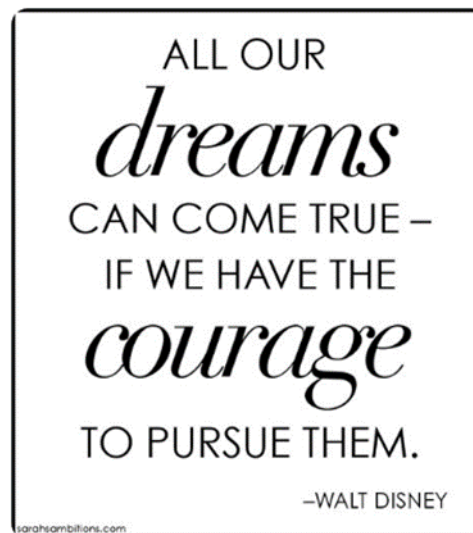


Gundagai High School

Year 11 Assessment Handbook

2019





Principal's message

Welcome to Year 11 at Gundagai High School! We look forward to facilitating your learning in Stage 6 studies this year. Year 11 will be a busy time for you as you adjust to the demands of study in senior school, so it is important to work towards balancing your commitments between school, your activities outside school and your family life.

Year 11 is a short three-term year so make sure you focus in the classroom from day one and clarify any areas of concern early, preferably as soon as they arise. You should also develop a realistic study timetable and good time management skills to ensure you are devoting time to all your subjects equally.

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

This handbook will inform you clearly of assessment tasks that must be completed to show you have satisfied the requirements of your chosen courses. You must also complete all course work to a satisfactory standard to meet the requirements for your Year 11 courses. Your classroom teachers, Year Adviser, as well as the executive team, are available to assist you if you have any questions or concerns. We 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 as you strive to achieve your potential in the completion of your 2019 Year 11 courses.

Mr Simon Bridgeman
Relieving Principal

GUNDAGAI HIGH SCHOOL
YEAR 11 ASSESSMENT HANDBOOK 2019

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* The NESA Assessment Certificate Examination (ACE) website (<https://ace.nesa.nsw.edu.au/>) provides current, easily accessible information to principals, teachers, parents and students about the rules and procedures set by NESA for secondary education in New South Wales. This is the information currently available on the website at the time of printing.

GUNDAGAI HIGH SCHOOL

Year 11 Assessment Policy and Procedures – 2019

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, 2019 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 - 2019).
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.

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.

CHECK LIST OF STUDENTS' RESPONSIBILITIES

1. Acknowledge, by signature and date, that you have received and read this 2019 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. 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 additional independent evidence to cover the additional date/s of absence.

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.

A

The student demonstrates **extensive** knowledge of content and understanding of course concepts, and applies **highly developed** skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B

The student demonstrates **thorough** knowledge of content and understanding of course concepts, and applies **well-developed** skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C

The student demonstrates **sound** knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D

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

E

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

Frequently Asked Questions General Information

1. 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:

- a) at least 6 units from Board Developed Courses;
- b) at least 2 units of a Board Developed Course in English (English Studies Content Endorsed Course satisfies the pattern of study English requirement);
- c) at least 3 courses of 2 units value or greater (either Board Developed or Board Endorsed Courses);
- d) 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 2019 HSC.

2. 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:

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

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.

3. 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.

4. 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:

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

5. 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

1. 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:

- i) 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.
- ii) given at least 2 weeks prior notice of the due date.

2. 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.

3. 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

4. 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**:

- i) collect an Illness/Misadventure form from the Principal/Deputy Principal/Head Teacher for each task missed,
- ii) 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.

If there is no valid reason you will score zero.

5. 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.

6. 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:

- 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 parents/carers in writing if the student is under 18;
- c) request from the student and/or parents/carers 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.

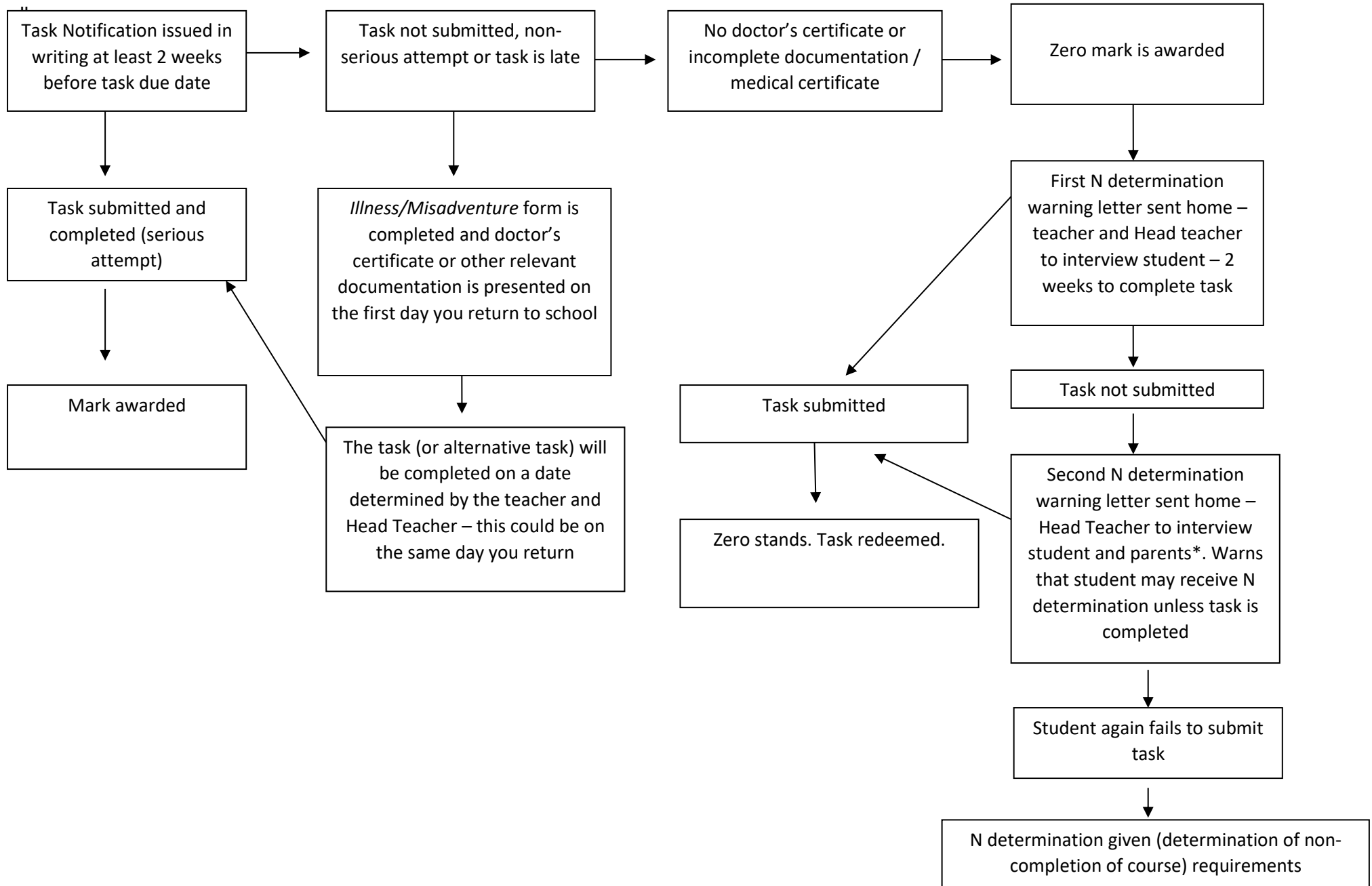
7. What is malpractice and what are the consequences?

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.....

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 Non-Completion Under-achievement

due to

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 <input type="checkbox"/> | Not supported <input type="checkbox"/> |
|------------------------------------|--|

Step 3

Subject Faculty:

2. Head Teacher's Recommendation:

| | |
|------------------------------------|--|
| Supported <input type="checkbox"/> | Not supported <input type="checkbox"/> |
|------------------------------------|--|

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.

Student's Signature:

____ (Comments Optional)

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

Signed:

| | |
|------------------------------------|--|
| Supported <input type="checkbox"/> | Not supported <input type="checkbox"/> |
|------------------------------------|--|

File Date:

Principal's Signature

PROFORMA for Independent evidence of illness or misadventure

Gundagai High School, in line with the NESAs 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.

The person completing Section A or B must NOT be related to the student.

Independent evidence of illness – complete 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:

Please describe how the student's condition/symptoms could affect their examination performance. *(If the student was **unable to attend** 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.)*

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.)*

Please note that any fee for providing this report is the responsibility of the student.

Name of doctor or other health professional providing this information:

Profession:

Place of work/organisation:

Address:

Contact Phone:

Date:

Date of misadventure event:

Were you a witness to the event? Yes / No If No, how did you obtain the evidence you are providing?

Are you known to the student? Yes / No If Yes, nature of relationship:

Description of event:

NSW Education Standards Authority:

<https://ace.nesa.nsw.edu.au/>

Satisfactory completion of a Preliminary or Higher School Certificate course: 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 teachers and students understand what is expected in responses to examination and assessment tasks.

Account

Account for: state reason for, report on. Give an account of: narrate a series of events or transactions

Analyse

Identify components and the relationship between them; draw out and relate 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 relationship 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

2019 Calendar Assessment Planner

2019 Term 1

| |
|---------|
| Week 1 |
| Week 2 |
| Week 3 |
| Week 4 |
| Week 5 |
| Week 6 |
| Week 7 |
| Week 8 |
| Week 9 |
| Week 10 |
| Week 11 |

2019 Term 2

| |
|--------|
| Week 1 |
| Week 2 |
| Week 3 |
| Week 4 |
| Week 5 |
| Week 6 |
| Week 7 |
| Week 8 |
| Week 9 |

Week 10

2019 Term 3

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

**Gundagai High School
Preliminary Assessment Schedule Agriculture**

| Component | Task 1 | Task 2 | Task 3 | Weighting |
|--------------------------------------|------------------------|--------------------------------------|--------------------|------------------|
| Timing | Week 10 Term 1 | Week 1 Term 3 | Week 10 Term 3 | |
| Outcomes | P2.1, P3.1, P4.1, P5.1 | P1.1, P1.2, P2.2 P2.3, P3.1, P5.1 | All | |
| Task | Plant Trial Report | Farm Case Study Report | Yearly Examination | |
| Syllabus Content Requirements | | | | |
| Overview | 5 | | 10 | 15 |
| Plant production | 25 | | 5 | 30 |
| Animal production | | 10 | 20 | 30 |
| Farm case study | | 20 | 5 | 25 |
| Total | 30 | 30 | 40 | 100 |

- P1.1 describes the complex, dynamic and interactive nature of agricultural production systems
- P1.2 describes factors that influence agricultural systems
- P2.1 describes the biological and physical resources and applies the processes that cause changes in plant production systems
- P2.2 describes the biological and physical resources and applies the processes that cause changes in animal production systems
- P2.3 describes the farm as a basic unit of production.
- P3.1 describes the role of decision-making in management and marketing of agricultural products in response to consumer and market requirements
- P4.1 applies the principles and procedures of experimental design and agricultural research.
- P5.1 investigates the role of associated technologies and technological innovation in producing and marketing agricultural products

**Gundagai High School
Preliminary Assessment Schedule Business Studies**

| Component | Task 1 | Task 2 | Task 3 | Weighting |
|--|--------------------------------|-----------------------------|-----------------------------|------------------|
| Timing | T1 W8 | T2 W7 | T3 W10 | |
| Outcomes | P2, P7, P9 | P4, P5, P8 | P1, P2, P3, P4, P5, P6, P10 | |
| Task | Media file and business report | Research and in-class essay | End of Course Examination | |
| Syllabus Content Requirements | Nature of business | Business management | All topics | |
| Knowledge and understanding of course content | 15 | | 15 | 30 |
| Stimulus-based skills | 5 | 10 | 15 | 30 |
| Inquiry and research | 5 | 10 | 5 | 20 |
| Communication of business information, ideas and issues in | 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 Assessment Schedule Economics**

| Component | Task 1 | Task 2 | Task 3 | Weighting |
|--|------------------------|-----------------------------|---------------------------|------------------|
| Timing | T1 W9 | T2 W8 | T3 W10 | |
| Outcomes | P1, P2, P8, P10 | P8, P9, P10, P11 | P3, P4, P5, P6, P7, P11 | |
| Task | In class task | Research and in-class essay | End of Course Examination | |
| Syllabus Content Requirements | Consumers and Business | Labour Markets | All topics | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Stimulus-based skills | 5 | 5 | 10 | 20 |
| Inquiry and research | 10 | 10 | | 20 |
| Communication of economic information, ideas and issues in appropriate forms | 5 | 5 | 10 | 20 |
| Total | 30 | 30 | 40 | 100 |

Syllabus outcomes

A student:

- P1 demonstrates understanding of economic terms, concepts and relationships
- P2 explains the economic role of individuals, firms and government in an economy
- P3 describes, explains and evaluates the role and operation of markets
- P4 compares and contrasts aspects of different economies
- P5 analyses the relationship between individuals, firms, institutions and government in the Australian economy
- P6 explains the role of the government in the Australian economy
- P7 identifies the nature and causes of economic problems and issues for individuals, firms and governments
- P8 applies appropriate terminology, concepts and theories in economic contexts
- P9 selects and organises information from a variety of sources for relevance and reliability
- P10 communicates economic information, ideas and issues in appropriate forms
- P11 applies mathematical concepts in economic contexts
- P12 works independently and in groups to achieve appropriate goals in set timelines

Gundagai High School
Preliminary Assessment Schedule English Advanced

| Component | | Task 1 | Task 2 | Task 3 | Weighting |
|--------------------|--------------------------|------------------------------|---|--|------------|
| Timing | | T1 W8 | T2 W6 | 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 | | | 30 |
| | Module A | | | 35 | 35 |
| | Module B | | 35 | | 35 |
| Marks | | 30 | 35 | 35 | 100 |
| Language modes | Listening | | 5 | | 5 |
| | Speaking | | 10 | | 10 |
| | Reading | 10 | 5 | 10 | 25 |
| | Writing | 10 | 5 | 15 | 30 |
| | Viewing/ Representing | 10 | 10 | 10 | 30 |
| Marks | | 30 | 35 | 35 | 100 |

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 learners.

**Gundagai High School
Preliminary Assessment Schedule English Extension 1**

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|--|---|---|---|--------------------|
| Timing | Imaginative response | Multimodal TED Talk | Comparative essay | |
| | Term 1, Week 10 | Term 2, Week 10 | Term 3, Week 10 | |
| | Outcomes assessed EE11-2, EE11-3, EE11-6 | Outcomes assessed EE11-1, EE11-2, EE11-3, EE11-4, EE11-5 | Outcomes assessed EE11-1, EE11-2, EE11-3, EE11-5 | |
| | 15 | 20 | 15 | 50 |
| Knowledge and Understanding of texts and why they are valued | | | | |
| Skills in complex analysis composition and investigation | 15 | 20 | 15 | 50 |
| Total % | 30 | 40 | 30 | 100 |

Syllabus Outcomes: A Student:

- EE11-1: demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
- EE11-2 : analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
- EE11-3: thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts
- EE11-4: develops skills in research methodology to undertake effective independent investigation
- EE11-5: articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
- EE11-6: reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

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

| Component | | Task 1 | Task 2 | Task 3 | Weighting |
|--------------------|--------------------------|------------------------------|--|---|-----------|
| Timing | | T4 W8 | T2 W6 | T3 W10 | |
| Outcomes | | EN11-1, EN11-2, EN11-4 | EN11-1, EN11-2, EN11-4, EN11-7, EN11-9 | EN11-3, EN11-5, EN11-6, EN11-8 | |
| Syllabus component | Common Module | 30 | | | 30 |
| | Module A | | 35 | | 35 |
| | Module B | | | 35 | 35 |
| Marks | | 30 | 35 | 35 | 100 |
| Language modes | Listening | | 5 | | 5 |
| | Speaking | | 10 | | 10 |
| | Reading | 10 | 5 | 10 | 25 |
| | Writing | 10 | 5 | 15 | 30 |
| | Viewing/ Representing | 10 | 10 | 10 | 30 |
| Marks | | 30 | 35 | 35 | 100 |

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 Assessment Schedule English Studies**

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

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 Assessment Schedule Industrial Technology- Timber

FOCUS AREAS

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

| | Task 1 | Task 2 | Task 3 | Weighting |
|---|--|--|---------------------------------|------------------|
| Timing | Term 1 Week 7 | Term 3 Week 9 | Term 3 Week 10 | |
| Outcomes | 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 | |
| Task | 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 | 40 |
| 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 | 60 |
| Marks | 20 | 40 | 40 | 100 |

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 Assessment Schedule Industrial Technology- Metal and
Engineering Technologies and Multimedia Technologies

FOCUS AREAS

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

| Component | Task 1 | Task 2 | Task 3 | Weighting |
|---|--|--|---------------------------------|------------------|
| Timing | Term 1 Week 7 | Term 3 Week 9 | Term 3 Week 10 | |
| Outcomes | 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 | |
| Task | 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 | 40 |
| 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 | 60 |
| Marks | 20 | 40 | 40 | 100 |

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 Assessment Schedule Investigating Science

| | Task 1 | Task 2 | Task 3 | Weighting |
|---|---|--|--------------------------|------------------|
| Timing | T2 W1 | T3 W1 | T3 Exam week | |
| Outcomes | 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 | |
| Component | Practical Skills and Data Analysis | Depth Study- Model | Examination | |
| Knowledge and understanding | 5 | 10 | 25 | 40 |
| Skills in Questioning and Predicting Communicating | 10 | 15 | 5 | 30 |
| Skills in Planning and Conducting investigations Processing and analysing data Problem solving | 10 | 15 | 5 | 30 |
| Marks | 25 | 40 | 35 | 100 |

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 Assessment Schedule Mathematics**

| Component | Task 1 | Task 2 | Task 3 | Weighting |
|---------------------------------|----------------|----------------|---------------------------|------------------|
| Timing | T1 W9 | T2 W9 | T3 W10 | |
| Outcomes | P1, P3, P4 | P2, P4, P5 | P6, P7, P8 | |
| Task | Class activity | Class activity | End of Course Examination | |
| Concepts, skills and techniques | 15 | 15 | 20 | 50 |
| Reasoning and communication | 15 | 15 | 20 | 50 |
| Total | 30 | 30 | 40 | 100 |

Syllabus outcomes

A student:

P1 demonstrates confidence in using mathematics to obtain realistic solutions to problems

P2 provides reasoning to support conclusions which are appropriate to the context

P3 performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities

P4 chooses and applies appropriate arithmetic, algebraic, graphical, trigonometric and geometric techniques

P5 understands the concept of a function and the relationship between a function and its graph

P6 relates the derivative of a function to the slope of its graph

P7 determines the derivative of a function through routine application of the rules of differentiation

P8 understands and uses the language and notation of calculus

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

| Component | Task 1 | Task 2 | Task 3 | Weighting |
|--|---|---|--|------------------|
| Timing | T1 W8 | 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 Assessment Schedule

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|----------------|--|---|--|-------------|
| | Presentation: Film & TV Music Performance and viva voce, including a summary sheet using concept-based analysis to self-directed listening excerpts selected from the topic. | Submission: Classical Music Composition demonstrating an understanding of harmonic, melodic and rhythmic features of the chosen style. Also evidence of related analysis activities in composition portfolio. | Submission: Music of a Culture Aural Skills Examination Responses to aural excerpts. | |
| | Term 1, Week 9 | Term 2, Week 5 | Term 3, Week 9 | |
| | Outcomes assessed P1-8* | Outcomes assessed P3, P5, P7 | Outcomes assessed P4, P6, P8 | |
| Performance | 25 | | | 25 |
| Composition | | 25 | | 25 |
| Musicology | 10 | 15 | | 25 |
| Aural | | | 25 | 25 |
| Total % | 35 | 40 | 25 | 100 |

Syllabus outcomes:

A Student:

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 Assessment Schedule Modern History**

| Component | Task 1 | Task 2 | Task 3 | Weighting |
|---|------------------------------------|--|--------------------------------|------------------|
| Task Type | Research Task | Historical Investigation | Exam | |
| Timing | T1 W8 | T2 W6 | 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
Preliminary Assessment Schedule PDHPE**

| | Task 1 | Task 2 | Task 3 | Weighting |
|--|--|--|---------------------------|------------------|
| Timing | T1 W9 | T2 W6 | T3 W10 | |
| Outcomes | P1, P2, P4, P5, P6, P15, P16 | P8, P10, P11, P16, P17 | All outcomes | |
| Component | Research task: Health of Young People | Analysis of biomechanical principals and influence on movement | End of Course Examination | |
| Knowledge and understanding of: • Factors that affect health • The way the body moves | 10 | 10 | 20 | 40 |
| Skills in: • Influencing personal and community health • Taking action to improve participation and performance in physical activity | 10 | 10 | 10 | 30 |
| Skills in critical thinking, research and analysis | 10 | 10 | 10 | 30 |
| Marks | 30 | 30 | 40 | 100 |

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 Assessment Schedule SLR**

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|--|------------------------------|--|--|-------------|
| | First Aid & Sports Injuries | Resistance Training | Sports Coaching & Training | |
| | Term 1, Week 8 | Term 2, Week 8 | Term 3, Week 5 | |
| | 1.3, 2.5, 3.6, 4.2, 4.3, 4.5 | 1.2, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4 | 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5 | |
| Knowledge and understanding of course content | 15 | 15 | 20 | 50 |
| Skills in critical thinking, research, analysing and communicating | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 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

**Gundagai High School
Preliminary Assessment Schedule Visual Arts**

| | Task 1 | Task 2 | Task 3 | Weighting |
|----------------------------------|--------------------------|--|--|------------------|
| Timing | T1 W10 | T2 W7 | T3 W9 | |
| Outcomes | P3, P7, P9 | P1, P2, P5, P6 | P8, P9, P10 | |
| Component | Artmaking - Practical | Art criticism and art history - Research Artmaking - Practical | Art criticism and art history – Research Artmaking - Practical | |
| Artmaking | 30 | 20 | 30 | 80 |
| Art criticism and art history | | 10 | 10 | 20 |
| Marks | 30 | 30 | 40 | 100 |

Syllabus outcomes

A student:

P1: explores the conventions of practice in artmaking

P2: explores the roles and relationships between the concepts of artist, artwork, world and audience

P3: identifies the frames as the basis of understanding expressive representation through the making of art

P4: investigates subject matter and forms as representations in art making

P5: investigates ways of developing coherence and layers of meaning in the making of art

P6: explores a range of material techniques in ways that support artistic intentions

P7: explores the conventions of practice in art criticism and art history

P8: explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art

P9: identifies the frames as the basis of exploring different orientations to critical and historical investigations of art

P10: explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

Gundagai High School
Preliminary Assessment Schedule Construction
 Assessment Summary for CPC20211 Certificate II in Construction Pathways

| Requirements for HSC purposes | Dates |
|--|-----------------------------|
| Work Placement (compulsory for the HSC) - 70 hours in total. | Term 3 2019 and Term 2 2020 |
| Preliminary Course Exam | Term 3 2019 |
| Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam. | Term 3 2020 |

| Assessment Plan | | Evidence gathering techniques | | | | | | | |
|--|--|-------------------------------|--------------------|------------------|--------------------------------|------------------------------|--------------------|-----------------|----------------|
| Competency codes | Units of competency | Observation of practical work | Product assessment | Oral questioning | Written assignment, Test, Quiz | Role play, oral presentation | Third party report | Self-assessment | HSC Examinable |
| CPCCOHS1001A | Work safely in the construction industry (white card) | ✓ | | ✓ | ✓ | | ✓ | ✓ | Yes |
| Cluster 1: Getting Started in the Construction Industry | | | | | | | | | |
| CPCCOHS2001A | Apply OHS requirements, policies and procedures in the construction industry | ✓ | | ✓ | ✓ | | ✓ | ✓ | Yes |
| CPCCCA2011A | Handle carpentry materials | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | |
| Cluster 2: Measure up | | | | | | | | | |
| CPCCCM1015A | Carry out measurements & calculations | ✓ | ✓ | | ✓ | | | ✓ | Yes |
| CPCCCA2002B | Use carpentry tools and equipment | ✓ | ✓ | ✓ | ✓ | | ✓ | | |
| Cluster 3: Reading plans and levelling | | | | | | | | | |
| CPCCCM2001A | Read and interpret plans and specifications | ✓ | | ✓ | ✓ | | | | Yes |
| CPCCCM2006B | Apply basic levelling procedures | ✓ | | ✓ | ✓ | | | | |
| Cluster 4: Prepare to Concrete | | | | | | | | | |
| CPCCO2021A* | Handle concreting materials | ✓ | ✓ | | ✓ | | | ✓ | |
| CPCCCM2004A | Handle construction materials | ✓ | | | ✓ | | ✓ | | |
| Cluster 5: Group Project | | | | | | | | | |
| CPCCCM1013A | Plan and organise work | ✓ | ✓ | | ✓ | | ✓ | ✓ | Yes |

| | | | | | | | | | |
|--|---|---|---|--|---|---|---|---|-----|
| CPCCCM2005B | Use construction tools and equipment | ✓ | ✓ | | ✓ | | ✓ | ✓ | Yes |
| Cluster 6-Working Effectively | | | | | | | | | |
| CPCCCM1012A | Work effectively and sustainably in the construction Industry | | | | ✓ | | ✓ | ✓ | Yes |
| CPCCCM1014A | Conduct workplace communication | | | | ✓ | ✓ | ✓ | | Yes |
| Cluster 7: Option 1-Joinery | | | | | | | | | |
| CPCCJN2001A | Assemble components | ✓ | ✓ | | ✓ | | | ✓ | |
| CPCCJN2002B | Prepare for off-site manufacturing process | ✓ | ✓ | | ✓ | | | ✓ | |
| Cluster 7: Option-2 - Brick and block laying- | | | | | | | | | |
| CPCCBL 2001 A | Handle and prepare brick laying material | ✓ | ✓ | | ✓ | | | ✓ | |
| CPCCBL 2002 A | Use bricklaying and block laying tools and equipment | ✓ | ✓ | | ✓ | | | ✓ | |

Depending on the achievement of units of competency; the possible AQF qualification outcome is CPC20211 Certificate II in Construction Pathways or a Statement of Attainment towards CPC20211 Certificate II in Construction Pathways.

Gundagai High School
Preliminary Assessment Schedule Metals & Engineering

Assessment Summary for MEM10105 Certificate 1 in Engineering

| Requirements for HSC purposes | Dates |
|--|-----------------------------|
| Work Placement (compulsory for the HSC) - 70 hours in total. | Term 3 2019 and Term 2 2020 |
| Preliminary Course Exam | Term 3 2019 |
| Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam. | Term 3 2020 |

| Assessment Plan | Evidence gathering techniques | | | | |
|---|-------------------------------|--------------------|--------------------------------|------------|----------------|
| Cluster name and unit of competency code and title | Observation of practical work | Product assessment | Written assignment, Test, Quiz | Worksheets | HSC examinable |
| Prerequisite - Manufacturing, engineering and related services industries induction NB: This unit will not appear as part of the NESA records | | | Y | Y | Y |

Cluster 1 Working Safely in the Metals Industry

| | | | | | |
|---|---|---|---|---|---|
| MEM 13014A Apply principles of occupational health and safety in the work environment | Y | | Y | Y | Y |
| MEM 1101B Undertake manual handling | Y | Y | Y | Y | |

Cluster 2 Using Hand Tools

| | | | | | |
|---|---|---|---|---|---|
| MEM 14004A Plan to undertake routine task | Y | Y | Y | Y | Y |
| MEM18001C Use hand tools | Y | Y | Y | Y | Y |

Cluster 3 Using Power Tools

| | | | | | |
|---|---|---|---|---|---|
| MEM 18002B Use power tools/hand held operations | Y | Y | Y | Y | Y |
| MEM 12023A Perform engineering measurements | Y | Y | Y | Y | Y |

Cluster 4 Calculating and Cutting

| | | | | | |
|--|---|---|---|---|---|
| MEM05005B Carry out mechanical cutting | Y | Y | Y | Y | |
| MEM 12024A Perform computations | Y | Y | Y | Y | Y |

Cluster 5 Workshop machines

| | | | | | |
|--|---|---|---|---|--|
| MEM05012C Perform routine manual metal arc welding | Y | Y | Y | Y | |
| MEM07032B Use workshop machines for basic operations | Y | Y | Y | Y | |

Cluster 6 Skills into Action

| | | | | | |
|---|---|---|---|---|---|
| MEM15002A Apply quality systems | Y | Y | Y | Y | Y |
| MEM 15024A Apply quality procedures | Y | Y | Y | Y | Y |
| MEM16007A Work with others in manufacturing, engineering or related environment | Y | Y | Y | Y | Y |

Cluster 7 Technical Drawing (HSC Only) This will not appear as part of the NESAs record

| | | | | | |
|--|--|--|--|--|---|
| MEM09002B Interpret technical drawings | | | | | Y |
|--|--|--|--|--|---|

Cluster 8c

| | | | | | |
|--|---|---|---|---|--|
| Option 8c MEM16008A Interact with computing technology | Y | Y | Y | Y | |
|--|---|---|---|---|--|

Gundagai High School Preliminary Assessment Schedule Primary Industries

Assessment Summary for AHC20116 Certificate II in Agriculture

Depending on the achievement of units of competency, the possible AQF qualification outcome is **AHC20116 Certificate II in Agriculture** or a Statement of Attainment towards **AHC20116 Certificate II in Agriculture**

| Assessment Plan | | Evidence gathering techniques | | | | | | | |
|---|--|-------------------------------|--------------------|------------------|--------------------------------|------------------------------|--------------------|-----------------|------------------------------------|
| <i>Trainers must deliver and assess Cluster 1, 2, 3, 4, at least one of Cluster 5 and 6 and then select optional clusters to total 18 units</i> | | | | | | | | | |
| Competency codes | Units of competency | Observation of practical work | Product assessment | Oral questioning | Written assignment, Test, Quiz | Role play, oral presentation | Third party report | Self-assessment | Other include the Assessment event |
| Cluster 1 – Participate in WHS Processes | | | | | | | | | |
| AHCWHS201 | Participate in WHS processes | ✓ | | ✓ | ✓ | | ✓ | | |
| Cluster 2 – Working in the Industry | | | | | | | | | |
| AHCWRK209 AHCWRK204 ACHWRK205 | Participate in environmentally sustainable work practices Work Effectively in Industry Participate in workplace communications | ✓ | | ✓ | ✓ | ✓ | ✓ | | |
| Cluster 3 – Weather | | | | | | | | | |
| AHCWRK201 | Observe and report on weather | ✓ | | | ✓ | | ✓ | | |
| Cluster 4 - Chemicals | | | | | | | | | |
| AHCCHM201 AHCPMG201 | Apply Chemicals Under Supervision Treat Weeds | ✓ | | | ✓ | ✓ | | | |
| Cluster 5 – Healthy Animals | | | | | | | | | |
| AHCLSK202 AHCLSK205 AHCLSK206 AHCLSK204 | Care for health and welfare of livestock Handle livestock using basic techniques Identify and mark livestock Carry out regular livestock observations | ✓ | | | ✓ | | | | ✓ |
| Cluster 7 - Tractors | | | | | | | | | |
| AHCMOM202 AHCMM304 AHCPIO201 | Operate tractors Operate machinery and equipment Inspect and clean machinery for plant, animal and soil | ✓ | | ✓ | ✓ | | | | |
| Cluster 8 – Feed and Water Livestock | | | | | | | | | |
| AHCLSK211 ACHLSK209 | Provide feed for livestock Monitor water supplies | ✓ | | ✓ | ✓ | | | | |
| Cluster 9 - Fencing | | | | | | | | | |
| AHCINF202 AHCINF201 | Install, maintain and repair farm fencing Carry out basic electric fencing operations | ✓ | ✓ | | ✓ | | | | |

Assessment Summary for AHC20116 Certificate II in Agriculture

| Additional requirements for HSC purposes | Dates |
|--|-----------------------------|
| Work Placement (compulsory for the HSC) - 70 hours in total. | Term 3 2017 and Term 2 2018 |
| Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam. | Term 3 2018 |

PARENT/CARER ROLES AND RESPONSIBILITIES FOR WORK PLACEMENT

The parent/carer should:

- Understand that **work placement is a mandatory component** of the course. If **not 'work ready'** your child will not be able to participate and they will receive 'Warning Letters' which could result in an 'N' Determination for the course. This means that units cannot be counted towards the HSC. Relevant documentation will be either presented at an information session conducted by the school or sent home to parents by the VET teacher.

Key indicators of work readiness are:

- Respects others, their property and follows WHS procedures at all times.
 - Is reliable, punctual, polite and behaves responsibly at all times.
 - Follows instructions.
 - Displays a keen interest and positive attitude in the industry and organisation.
 - Presents appropriately for the industry sector, this includes wearing safety gear as required.
 - Understands confidentiality and
 - Returns completed paperwork on time
- Ensure that your child has completed an online registration for Pathways Connect to ensure ability to participate in work placement. Please ensure that any special needs and medical details are identified.
 - Return this signed Parent/Carer Roles and Responsibilities for Work Placement checklist and retain a copy for reference.
 - Read the Parent and Carers Guide to Workplace Learning (provided by the school) before the placement and contact the school if there are any queries.
 - Advise the school, or where relevant the TAFE NSW institute or Private or Community RTO of any disabilities, medical condition, medication, allergies or restrictions affecting the student that should be taken into account, particularly if this might affect the safety and supervision of your child in the workplace.
 - Ensure that the scheduled date of the placement is on the family calendar to avoid clash of activities.
 - Understand that once the placement process has commenced (8 weeks prior to the placement) that your child cannot change their mind, apply for RPL or request a different placement or time. A fee of \$50 may be charged for the organisation of another placement.
 - Ensure that your child has contacted the employer at least three weeks before the work placement for an interview and completion of the employer section of the Student Placement Record.
 - Complete and sign the parent section on the Student Placement Record.
 - Ensure your child has handed in the completed placement records to their teacher at least one week before the placement.

No paperwork = no placement

- Ensure child has read and understood their roles and responsibilities that are outlined in the Student Checklist for Work Placement.

- Help your child to organise:
 - rescheduling of other activities to give priority to their work placement
 - appropriate clothing and any other requirements to undertake the placement, for example – enclosed footwear, steel capped boots or protective clothing.
 - travel arrangements and accommodation (where applicable)
- At the employer interview ensure that your child finds out about:
 - start and finish times (students are expected to work the normal hours of the position, but cannot be before 7 am or after 6 pm if the student is under 15)
 - what they need to know for the first day (time of arrival, contact person, clothing/ equipment requirements)
 - what meal facilities are available at the workplace, or do they need to take food and drinks with them.
- Ensure your child has their emergency contact card with them each day.
- Encourage your child to complete the workplace journal whilst on work placement
- Ensure employer and school are notified immediately if your child cannot make it to the workplace at the scheduled time due to illness or misadventure. (Missed hours will need to be made up at another re-negotiated time)
- Encourage your child to speak to their nominated workplace contact immediately if there are any difficulties, for example – safety concerns, accident, injury, industrial dispute, harassment or bullying. If there are still concerns contact the school immediately.
- Under no circumstances should parents approach an employer if there is an issue. The school must be advised immediately if there are any concerns or queries and they will respond appropriately either through the WPSP or directly to the employer.
- Ensure your child has given/sent a personal note of thanks to the employer at the end of the placement.

I have read, understand and will ensure that my child will follow the work placement process outlined above.

Name: _____

Parent/carer

Signature: _____ **Date:** _____

Parent/carer

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:-

- 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**.

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 | CDs and DVDs | Books |
| Magazines | Newspapers | Pamphlets |
| Maps | Encyclopaedia articles | TV Shows |

| | | |
|----------------------|------------|--------------------|
| Music | Interviews | Movies |
| Letters | Quotations | Artworks |
| Advertisements | Pictures | Blogs |
| Other students' work | Teachers | 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 (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** 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 | Author Surname, First Initial (Year of Publication). Title (Edition). Place of Publication: Publisher |
| | In-text Citation |

| | |
|----------------|---|
| | <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> |

| | |
|------------------|---|
| NEWSPAPER | <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> |
| MAGAZINE | <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> |
|--|--|

References

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

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

What is referencing (n.d.) Retrieved 20th August 2013 from 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 note from parent/carer 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.
 - A student may be permitted to leave only when that student has no more examinations 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.