

**Gundagai High School**

**Higher School Certificate**

**Assessment Handbook**



**2018-2019**

## **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 you 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 2019 Higher School Certificate and I hope that you experience success in your future aspirations.

**Ms Michelle Waugh**

# GUNDAGAI HIGH SCHOOL

## HSC ASSESSMENT HANDBOOK 2018-2019

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## GUNDAGAI HIGH SCHOOL

### HSC Assessment Policy and Procedures 2018-2019

**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 NESAs 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 NESAs 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 NESAs 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 2018-2019 Assessment Schedule and Policy.
2. Read carefully the attached extract from the NESAs 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

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, 2018 [www.sscl.schools.nsw.edu.au](http://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 2019 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 NESAs.

### 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.



**Step 2**

Subject Faculty:

1. Class Teacher's Recommendation:

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Supported <input type="checkbox"/>	Not supported <input type="checkbox"/>
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**Step 3**

Subject Faculty:

2. Head Teacher's Recommendation:

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Supported <input type="checkbox"/>	Not supported <input type="checkbox"/>
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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)

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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

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Signed:

Supported <input type="checkbox"/>	Not supported <input type="checkbox"/>
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File Date:

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**Principal's Signature**

## 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:

- 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

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

## **Satisfactory completion of a HSC course: non-completion ('N') determinations**

ACE 8021

**Last Updated: 3 May 2018**

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: <span style="float: right;">Date Handed in:</span>

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:	

<b>Task Requirements:</b> (You write your understanding of the task. What is being asked of you.)	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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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		

<b>Resources needed to complete this task:</b>	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>
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<b>How will this task be presented?</b> Eg. PowerPoint, A4 Folio, Model	
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# Gundagai High School Assessment Schedule

## English Advanced-Year 12

*For implementation for Year 12 from Term 4, 2018*

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

### 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
	Common Module: Texts & 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 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, 2018*

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

### 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
	Common Module – Texts and Human Experiences									
	Outcomes: EN 12-2, EN12-3, EN 12-4, EN 12-6, EN 12-8									
										Multi-modal presentation 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, 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 B: Close Study of Literature									
	Outcomes: EN 12-2, EN 12-3 , EN 12-8									
										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 C: The Craft of Writing									
	Outcomes: EN 12-2, EN 12-4, EN 12-7									
					Trial HSC Examination 25%					

# Gundagai High School Assessment Schedule

## Business Studies Year 12

*For implementation for Year 12 from Term 4, 2018*

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Human Resources Business Plan	Mid-Course Examination	Financial Statement Analysis	Trial HSC examination	
	Term 4, Week	Term 1, Week	Term 2, Week	Term 3, Week	
	<b>Outcomes assessed</b> H2, H4, H5, H7, H9	<b>Outcomes assessed</b> H2, H4, H5, H6, H8, H9	<b>Outcomes assessed</b> H5, H8, H9, H10	<b>Outcomes assessed</b> H1, H2, H3, H4, H5, H6, H8, H9, H10	
Knowledge and understanding of course content	5	10	10	15	<b>40</b>
Stimulus-based skills		10		10	<b>20</b>
Inquiry and research	10		10		<b>20</b>
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

### Syllabus 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 organises and evaluates information for actual and hypothetical business situations
- H9 communicates business information, issues and concepts in appropriate formats
- H10 applies mathematical concepts appropriately in business situations

## Gundagai High School Scope and Sequence Year 12 Business Studies

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Human Resources									
	Outcomes: H2, H4, H5, H7, H9									
									Business Plan 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
	Operations										
	Outcomes: H2, H4, H5, H6, H8, H9										

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Finance									
	Outcomes: H5, H8, H9, H10									
								Financial Statement Analysis 25%		

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Marketing									
	Outcomes: H1, H2, H3, H4, H5, H6, H8, H9, H10									
					Trial HSC Examination 25%					



# Gundagai High School Assessment Schedule

## Modern History – Year 12

For implementation for Year 12 from Term 4, 2018

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

**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

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	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%	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	National Studies: Australia 1918-1949										
	Outcomes: MH12-2 MH12-3 MH12-4 MH12-5 MH12-8 MH12-9										
										Historical Analysis 25%	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Peace and Conflict: Conflict in Indochina 1954-1979									
	Outcomes: MH12-2 MH12-5 MH12-7 MH12-8									
							Oral Task 25%			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	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

## HSC Mathematics Advanced – Year 12 Term 4 2018 to 2019

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	In Class Task	Mid Course Examination	Assignment	Trial HSC Examination	
	Term 4, Week 8	Term 1, Week 10	Term 2, Week 9	Term 3, Week 5	
	Outcomes assessed H1, H2, H4, H5 H6, H7 & H9	Outcomes assessed H1, H2, H3, H4, H5 H6, H7, H8 & H9	Outcomes assessed H1, H2, H3, H4, H5 & H9	Outcomes assessed H1, H2, H3, H4, H5 H6, H7, H8 & H9	
Concepts skills and techniques	10	15	10	15	<b>50</b>
Reasoning and communication	10	10	15	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

### Outcomes:

#### A Student:

MA12-1 uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts

MA12-2 models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques

MA12-3 applies calculus techniques to model and solve problems

MA12-4 applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems

MA12-5 applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs

MA12-6 applies appropriate differentiation methods to solve problems

MA12-7 applies the concepts and techniques of indefinite and definite integrals in the solution of problems

MA12-8 solves problems using appropriate statistical processes

MA12-9 chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use

MA12-10 constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

**Gundagai High School**  
**2018 - 2019 HSC course scope and sequence - Mathematics**

	1	2	3	4	5	6	7	8	9	10	
Term 4	Tangent and Derivative			Quadratic Polynomial and the Parabola				Log and Exponential Functions			
	H1, H2, H4, H5, H6, H7, H9			H1, H2, H4, H5, H9				H1, H2, H3, H4, H5, H9			
								Assessment Task 1 20%			

	1	2	3	4	5	6	7	8	9	10	11	
Term 1	Log and Exponential Functions				Applications of Differentiation				Primitive Functions and Integration			
	H1, H2, H3, H4, H5, H9				H1, H2, H4, H5, H6, H7, H9				H1, H2, H4, H5, H8, H9			
										Mid Course Assessment 25%		

	1	2	3	4	5	6	7	8	9	10
Term 2	Trigonometric Functions					Applications of Calculus				
	H1, H2, H4, H5, H9					H1, H2, H3, H4, H5, H6, H7, H8, H9				
									Assessment Task 3 25%	

	1	2	3	4	5	6	7	8	9	10
Term 3	Probability				Revision					
	H1, H2, H4, H5, H9									
					Trial HSC Assessment 30%					

## Gundagai High School Assessment Schedule Mathematics Standard 1 – Year 12

*For implementation for Year 12 from Term 4, 2018*

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 MS1-12-3 MS1-12-8 MS1-12-9 MS1-12-10	Outcomes assessed MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-8 MS1-12-9 MS1-12-10	Outcomes assessed MS1-12-1 MS1-12-2 MS1-12-6 MS1-12-7 MS1-12-9 MS1-12-10	Outcomes assessed MS1-12-1 MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-6 MS1-12-7 MS1-12-8 MS1-12-10	
Fluency in mathematical skills, concepts and techniques	10	15	10	15	<b>50</b>
Problem solving, reasoning and communication	10	10	15	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**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 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	
	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 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	
	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 Drawings			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 30%					

# Gundagai High School Assessment Schedule Mathematics Standard 2 – Year 12

*For implementation for Year 12 from Term 4, 2018*

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 MS2-12-3 MS2-12-4 MS2-12-8 MS2-12-9 MS2-12-10	Outcomes assessed MS2-12-1 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-9 MS2-12-10	Outcomes assessed MS2-12-1 MS2-12-2 MS2-12-6 MS2-12-7 MS2-12-9 MS2-12-10	Outcomes assessed 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	<b>50</b>
Problem solving, reasoning and communication	10	10	15	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**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

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Probability			Ratios and Rates			Network Concepts			
	MS11-2, MS11-8, MS11-9, MS11-10			MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10			MS2-12-8, MS2-12-9, MS2-12-10			
									Class Activity 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
	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%			

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	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%	

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	The Normal Distribution			Critical Path Analysis				HSC Revision		
	MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10			MS2-12-7, MS2-12-9, MS2-12-10						
					Trial HSC 30%					



## Gundagai High School Assessment Schedule Visual Arts Year 12

*For implementation for Year 12 from Term 4, 2018*

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Development of the Body of Work</b> VAPD documenting initial artmaking experimentation and investigation, analysis of artmaking practice through the frames, research and comparative analysis of student practice and selected artists' practice	<b>Written Research Task:</b> Case Study : extended written response about the practice of art critics and art historians in constructing social and/or revisionist art histories	<b>Trial Examination</b> extended written response about the practice of art critics and art historians in constructing social and/or revisionist art histories	<b>Essay Resolving the Body of Work</b> Submission of artworks under development, VAPD documenting experimentation, written reflections including explanation of intention and the links between material and conceptual practice	
	Term 4, Week 9	Term 2, Week 7	Term 2, Week 5	Term 3, Week 6	
	H1, H3, H4	H7, H8, H10	H1, H2, H4, H6	H7, H8, H9	
Artmaking	20%		30%		<b>50</b>
Art Criticism and Art History		20%		30%	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

### Outcomes:

#### A Student:

- H1: initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
- H2: applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
- H3: demonstrates an understanding of the frames when working independently in the making of art
- H4: selects and develops subject matter and forms in particular ways as representations in artmaking
- H5: demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
- H6: demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
- H7: applies their understanding of practice in art criticism and art history
- H8: applies their understanding of the relationships among the artist, artwork, world and audience
- H9: demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
- H10: constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

## Gundagai High School Scope and Sequence Visual Arts

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Technology and Art a New Way of Thinking									
	Outcomes: H1, H2, H3, H4, H5, H6, H8, H9, H10.									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	Nature and Colour										
	Outcomes: H1, H2, H3, H4, H4, H6, H7, H9, H10.										
						Task 1 Development in Diary of Major Work 20%					

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Representation in Art									
	Outcomes: H1, H2, H3, H4, H4, H6, H7, H9, H10.									
										Task 2 Structured Essay 20%

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Abstraction to Distraction									
	Outcomes: H1, H2, H3, H4, H4, H6, H7, H9, H10.									
					Task 3 Trial HSC Examination 30%		Task 4 Major Work Development 30%			

# Gundagai High School Assessment Schedule Biology Year 12

*For implementation for Year 12 from Term 4, 2018*

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Investigating skills 20%	Practical Test 20%	Depth Study 30%	Trial HSC Examination 30%	
	Term 4, Week 9	Term 1, Week 8	Term 2, Week 8	Term 3, Week 5	
	Outcomes assessed  BIO11/12-1 BIO11/12-2 BIO11/12-5 BIO12-15	Outcomes assessed  BIO11/12-3 BIO11/12-4 BIO11/12-6 BIO12-12	Outcomes assessed  BIO11/12-1 BIO11/12-4 BIO11/12-6 BIO11/12-7 BIO12 K&U TBA	Outcomes assessed  All outcomes	
Knowledge and Understanding	5	5	10	20	<b>40</b>
Working Scientifically Skills	15	15	20	10	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Outcomes:

### A Student:

H1 evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking

H2 analyses the ways in which models, theories and laws in biology have been tested and validated

H3 assesses the impact of particular advances in biology on the development of technologies

H4 assesses the impacts of applications of biology on society and the environment

H5 identifies possible future directions of biological research

H6 explains why the biochemical processes that occur in cells are related to macroscopic changes in the organism

H7 analyses the impact of natural and human processes on biodiversity

H8 evaluates the impact of human activity on the interactions of organisms and their environment

H9 describes the mechanisms of inheritance in molecular terms

H10 describes the mechanisms of evolution and assesses the impact of human activity on evolution

H11 justifies the appropriateness of a particular investigation plan

H12 evaluates ways in which accuracy and reliability could be improved in investigations

H13 uses terminology and reporting styles appropriately and successfully to communicate information and understanding

H14 assesses the validity of conclusions from gathered data and information

H15 explains why an investigation is best undertaken individually or by a team

H16 justifies positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

## Gundagai High School Scope and Sequence – Year 12 Biology

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Module 8: Non- infectious disease									
	Outcomes: BIO11/12-1, BIO11/12-2, BIO 11/12-5 , BIO12-15									
			Depth study Planning 1HR		Depth study Planning 1HR		Depth study Planning 1HR		<b>Investigating skills 20 %</b>	Depth study Planning 1HR

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Module 5: Heredity									
	Outcomes: BIO11/12-3, BIO11/12-4, BIO11/12-6, BIO12-12									
		Depth study Conducting 1HR		Depth study Conducting 1HR		Depth study Conducting 1HR		<b>Practical test 20%</b>	Depth study Conducting 1HR	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	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	<b>Depth Study 30%</b>		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Module 6: Genetic change									
	Outcomes: BIO11/12-3, BIO11/12-5, BIO11/12-6 , BIO12-13									
					<b>HSC Trial Exam 30%</b>					

# Gundagai High School Assessment Schedule

## Chemistry-Year 12

For implementation for Year 12 from Term 4, 2018

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Equilibrium and acid reactions Practical task	Acid/Base reactions Depth study	Organic chemistry Research task	All modules Trial examination	
	Term 4, Week 9	Term 1, Week 10	Term 2, Week 7	Term 3, Week 5	
	<b>Outcomes assessed</b> CH11/12-4, CH11/12-5, CH11/12-6 CH11/12-7 CH12-12	<b>Outcomes assessed</b> CH11/12-1 to 7 CH12-13	<b>Outcomes assessed</b> CH11/12-5 CH11/12-6 CH11/12-7 CH12-14	<b>Outcomes assessed</b> CH11/12-5 to 7 CH12-12 CH12-13 CH12-14 CH12-15	
Skills in working scientifically	20	20	10	10	<b>60</b>
Knowledge and understanding of course content	5	5	10	20	<b>40</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

### Outcomes:

#### A Student:

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

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

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

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

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

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

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

**CH12-12** explains the characteristics of equilibrium systems, and the factors that affect these systems

**CH12-13** describes, explains and quantitatively analyses acids and bases using contemporary models

**CH12-14** analyses the structure of, and predicts reactions involving, carbon compounds

**CH12-15** describes and evaluates chemical systems used to design and analyse chemical processes

## Gundagai High School Scope and Sequence Year 12 Chemistry

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Module 5: Equilibrium and acid reactions									
	Outcomes: CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12									
										Practical task 25%

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Module 6: Acid/Base reactions and Depth Study 15 hours									
	Outcomes: CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-13									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Module 7: Organic Chemistry									
	Outcomes: CH11/12-5, CH11/12-6, CH11/12-7, CH12-14									
								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	Module 8: Applying Chemical Ideas									
	Outcomes: CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH12-15									
					Trial HSC 30%					

# Gundagai High School Assessment Schedule Personal Development, Health and Physical Education

*For implementation for Year 12 from Term 4, 2018*

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Research Task</b> Priority Health Issue	<b>Case Study</b> Psychology strategies and performance	<b>Research Task</b> Sports Injuries	<b>Trial HSC Examination</b>	
	Term 4, Week 8	Term 1, Week 8	Term 2, Week 9	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	<b>40</b>
Skills in critical thinking, research, analysing and communicating	10	15	15	20	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## 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

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Core 1: Health priorities in Australia									
	Outcomes: H1, H2, H3, H5, H15, H16									
									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
	Core 2: Factors affecting performance									
	Outcomes: H8, H11, H16, H17									
									Case study 25%	

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Option: Sports medicine									
	Outcomes: H8, H13, H16, H17									
										Research task 25%

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Option: Improving performance									
	Outcomes: H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H14, H15, H16, H17									
					HSC Trial Exam 30%					



## Gundagai High School Assessment Schedule Sport Lifestyle Recreation (SLR)

*For implementation for Year 12 from Term 4, 2018*

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Outdoor Education	First Aid & Sports Injuries	Resistance Training	Sports Coaching & Training	
	Term 4, Week 9	Term 1, Week 8	Term 2, Week 8	Term 3, Week 5	
	1.1, 1.3, 1.4, 2.3, 3.6, 4.1, 4.2, 4.4	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	10	10	10	10	40
Skills in critical thinking, research, analysing and communicating	15	15	15	15	60
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

### Syllabus outcomes

#### A student:

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

## Gundagai High School Scope and Sequence Year 12 Sport Lifestyle Recreation (SLR)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Outdoor Recreation									
	Outcomes: 1.1, 1.3, 1.4, 2.3, 3.6, 4.1, 4.2, 4.4									
										Task 1 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	First Aid and Sports Injuries										
	Outcomes: 1.3, 2.5, 3.6, 4.2, 4.4, 4.5										
								Task 2 25%			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Resistance training									
	Outcomes: 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4									
								Task 3 25%		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Sports Coaching and training									
	Outcomes: 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5									
					Task 4 25%					

Cluster name and unit of competency code and title	Observation of practical work	Product Assessment	Oral questioning	Written assignment, test, quiz	Role play, oral presentation	Third party report	Self-assessment	Other, HSC examinable
CPCCWHS1001 Prepare to work safely in the construction industry (white card)	Y		Y	Y		Y	Y	

**Cluster 1 Working safely in the construction industry**

CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry	Y		Y	Y		Y	Y	
CPCCCA2011A Handle carpentry materials	Y	Y	Y	Y		Y	Y	

**Cluster 2 Measure up**

CPCCCM1015A Carry out measurements & calculations	Y	Y		Y			Y	
CPCCCA2002B Use carpentry tools and equipment	Y	Y	Y	Y		Y		

**Cluster 3 Reading plans and levelling**

CPCCCM2001A Read and interpret plans and specifications	Y		Y	Y				
CPCCCM2006B Apply basic levelling procedures	Y		Y	Y				

**Cluster 4 Prepare for concreting**

CPCCCO2021A Handle concreting materials	Y	Y		Y			Y	
CPCCCM2004A Handle construction materials	Y			Y		Y		

**Cluster 5 Group Project**

CPCCCM1013A Plan and organise work	Y	Y		Y		Y	Y	
CPCCCM2005B Use construction tools and equipment	Y	Y		Y		Y	Y	

**Cluster 6 Skills into action**

CPCCCM1012A Work effectively and sustainably in the construction Industry				Y		Y	Y	
CPCCCM1014A Conduct workplace communication				Y	Y	Y		

**Cluster 7 Option 1 - Joinery**

CPCCJN2001A Assemble components	Y	Y		Y			Y	
CPCCJN2002B Prepare for off-site manufacturing process	Y	Y		Y			Y	

SCOPE AND SEQUENCE – Certificate II in Construction Pathways CPC20211 - 2 unit x 2 year course

Year	Prerequisite Unit – 10 hours	Cluster 1: Working safely in the construction industry- 35 hours	Cluster 2: Measure up - 30 hours	Cluster 3: Reading plans and levelling.- 35 hours	Cluster 4: Prepare for concreting.-.35 hours
11	CPCCOH1001A Work safely in the Construction Industry (10HRS)(White card)	CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry (15 HRS) CPCCCA2011A Handle carpentry materials (20 HRS)	CPCCCM1015A Carry out measurements & calculations (20 HRS) CPCCCA2002B Use carpentry tools and equipment (10 HRS)	CPCCCM2001A Read and interpret plans and specifications (20 HRS) CPCCCM2006B Apply basic levelling procedures (15 HRS)	CPCCCM2004A Handle construction materials (20 HRS) CPCCCO2021A*Handle Concreting materials (15HRS)
Project		Group 1 or 2 type project Cement float	Group 1 or 2 type project Tool carry-all or saw horse	Levelling exercises	Set up formwork exercise
	Cluster 5: Group Project 30 hours	Cluster 6: Skills into action 35 hours	Cluster 7: Option 1 –Joinery - 25 hours		
12	CPCCCM1013A Plan and Organise Work (10 HRS) CPCCCM2005B Use construction tools and equipment (20 HRS)	CPCCCM1012A Work effectively and sustainably in the construction Industry (25 HRS) CPCCCM1014A Conduct workplace communication (10 HRS)	CPCCJN2001A Assemble components (15 HRS) CPCCJN2002B Prepare for off-site manufacturing process (10 HRS)		
Project	School group project	Work site visit	Wall frame and door		

## Year 12 Hospitality Assessment Schedule

### Assessment Plan

Cluster name and unit of competency code and title	Observation of practical work	Product Assessment	Oral questioning	Written assignment, test, quiz	Role play, oral presentation	Third party report	Self-assessment	Other, HSC examinable
<b>Cluster 1 Getting Along</b>								
BSBWOR203 Work effectively with others			Y	Y				Y Goal Setting
<b>Cluster 2 Safe and hygienic food preparation</b>								
Part A Hygienic Food Preparation								
SITXFSA001 Use hygienic practices for food safety	Y	Y		Y				YCCP
Part B Safe Food Preparation								
SITHCCC001 Use food preparation equipment	Y	Y		Y				YCCP
SITXFSA002 Participate in safe food handling practices	Y	Y		Y				YCCP
<b>Cluster 3 Safe and sustainable work practices</b>								
BSBSUS201 Participate in environmentally sustainable work practices	Y		Y	Y				Y Structured Activity
SITXWHS001 Participate in safe work practices	Y		Y	Y				Y Audit
<b>Cluster 4 Preparing quality simple dishes</b>								
SITHCCC002 Prepare and present simple dishes	Y	Y		Y				
SITXINV002 Maintain the quality of perishable items	Y	Y		Y				
<b>Cluster 5 Producing menu Items – new assessment requirement</b>								
SITHCCC005 Prepare dishes using basic methods of cookery	Y			Y		Y		Y Portfolio

**Cluster 6** Cleaning the kitchen

SITHKOP001 Clean kitchen premises and equipment	Y	Y		Y				
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**Cluster 7** Preparing appetisers and salads - new assessment requirement

SITHCCC006 Prepare appetisers and salads	Y			Y		Y		Y Portfolio
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**Cluster 8** Sandwich preparation

SITHCCC003 Prepare and present sandwiches	Y	Y		Y				
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**Cluster 9** Keeping up to date with industry

SITHIND002 Source and use information on the hospitality industry				Y				
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**Cluster 10** Use cookery skills effectively - new assessment requirement

SITHCCC011 Use cookery skills effectively (holistic)	Y	Y				Y	Y	Y Portfolio
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## SCOPE AND SEQUENCE – SIT20416 Certificate II in Kitchen Operations

2 units x 2 years

Yellow highlight indicates new assessment requirement for trainers.

Year	Term 1	Term 2	Term 3	Term 4
11 Delivery	Cluster 1: Getting along BSBWOR203 Work effectively with others	Cluster3: Safe and sustainable work practices SITXWHS001 Participate in safe work practices BSBSUS201 Participate in environmentally sustainable work practices	Cluster 5: Producing menu items SITHCCC005 Produce dishes using basic methods of cookery	Cluster 5: Producing menu items SITHCCC005 Produce dishes using basic methods of cookery
Assessment	Assess Cluster 1 Getting Along	Assess Cluster 3 Safe and Sustainable work practices		Assess Cluster 5 Producing menu items
11 Delivery	Cluster 2: Safe and hygienic food preparation Part A: Hygienic Food Preparation SITXFSA001 Use hygienic practices for food safety (prerequisite unit for a number of units) Part B: Safe Food Preparation SITHCCC001 Use food preparation equipment SITXFSA002 Participate in safe food handling practices	Cluster 2: Safe and hygienic food preparation Part B: Safe Food Preparation SITHCCC001 Use food preparation equipment SITXFSA002 Participate in safe food handling practices		Cluster 6: Cleaning the kitchen SITHKOP001 Clean kitchen premises and equipment
Assessment	Assess Cluster 2 Part A Hygienic Food Preparation	Assess Cluster 2 Part B Safe and Hygienic Food Preparation (If ready)		Assess Cluster 6 Cleaning the kitchen
Ongoing		Cluster 10: Use cookery skills effectively SITHCCC011 Use cookery skills effectively (Evidence collection)	Cluster 10: Use cookery skills effectively SITHCCC011 Use cookery skills effectively (Evidence collection)	Cluster 10: Use cookery skills effectively SITHCCC011 Use cookery skills effectively (Evidence collection)



Year	Term 1	Term 2	Term 3	Term 4
12 Delivery	Cluster 4: Preparing quality simple dishes SITHCCC002 Prepare and present simple dishes SITXINV002 Maintain the quality of perishable items	Cluster 7: Preparing appetisers and salads SITHCCC006 Prepare appetisers and salads	Cluster 9: Keeping up to date with industry SITHIND02 Source and use information on the hospitality industry	
Assessment		Assess Cluster 7 Preparing appetisers and salads	Assess Cluster 9 Keeping up to date with industry	
12 Delivery	Cluster 7 Preparing appetisers and salads SITHCCC006 Prepare appetisers and salads	Cluster 8: Sandwich preparation SITHCCC003 Prepare and present sandwiches		
Assessment	Assess Cluster 4 Preparing Quality Simple Dishes	Assess Cluster 8 Sandwich preparation	Cluster 10 Use Cookery skills effectively SITHCCC011 Use cookery skills effectively (Portfolio)	
Ongoing	Cluster 10: Use cookery skills effectively SITHCCC011 Use cookery skills effectively (Evidence collection)	Cluster 10: Use cookery skills effectively SITHCCC011 Use cookery skills effectively (Evidence collection)	Cluster 10: Use cookery skills effectively SITHCCC011 Use cookery skills effectively (Evidence collection)	

## Year 12 Assessment Schedule Agriculture

### 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
<b>Cluster 1 – Participate in WHS Processes</b>									
AHCWHS201	Participate in WHS processes	✓		✓	✓		✓		
<b>Cluster 2 – Working in the Industry</b>									
AHCWRK209 AHCWRK204 ACHWRK205	Participate in environmentally sustainable work practices Work Effectively in Industry Participate in workplace communications	✓		✓	✓	✓	✓		
<b>Cluster 3 – Weather</b>									
AHCWRK201	Observe and report on weather	✓			✓		✓		
<b>Cluster 4 - Chemicals</b>									
AHCCHM201 AHCPMG201	Apply Chemicals Under Supervision Treat Weeds	✓			✓	✓			
<b>Cluster 5 – Healthy Animals</b>									
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	✓			✓			✓	
<b>Cluster 7 - Tractors</b>									
AHCMOM202 AHCMM304 AHCBO201	Operate tractors Operate machinery and equipment Inspect and clean machinery for plant, animal and soil	✓		✓	✓				
<b>Cluster 8 – Feed and Water Livestock</b>									
AHCLSK211 ACHLSK209	Provide feed for livestock Monitor water supplies	✓		✓	✓				
<b>Cluster 9 - Fencing</b>									
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 2018 and Term 2 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 2019

## SCOPE AND SEQUENCE – AHC20116 Certificate II in Agriculture

Course Duration: 2 years

Date of commencement: 2018

Date of conclusion: 2019

**Delivery:** May be over more than one term using the Training Packages for content for each unit.

(Note: HSC examinable unit content is extended above this Training Package content- refer to the PI syllabus)

**Assessment:** When students commence the cluster assessment evidence.

**Cluster selection:** These DO NOT have to be in the order listed on pages 6 & 7.

	TERM 1	TERM 2	TERM 3	TERM 4
Y E A R  11	<b>Delivery-</b> AHCMOM202 Operate tractors AHCMOM304 Operate machinery and equipment AHCBIO201 Inspect and clean machinery for plant, animal and soil AHCWHS201 Participate in WHS processes <b>Assessment - Cluster 1 - Participate in WHS Processes</b>	<b>Delivery-</b> AHCINF202 Install, maintain and repair farm fencing AHCINF201 Carry out basic electric fencing operations <b>Assessment - Cluster 7 - Tractors</b>	<b>Delivery-</b> AHCLSK202 Care for health and welfare of livestock AHCLSK205 Handle livestock using basic techniques AHCLSK206 Identify and mark livestock AHCLSK204 Carry out regular livestock observations <b>Assessment - Cluster 9 - Fencing</b>	<b>Delivery-</b> AHCWRK209 Participate in environmentally sustainable work practices AHCWRK204 Work Effectively in Industry ACHWRK205 Participate in workplace communications <b>Assessment Cluster 5-Healthy Livestock Cluster 2-Working in the Industry</b>
Y E A R  12	<b>Delivery-</b> AHCMOM212A Operate 4- Wheel bikes AHCMOM201A Operate two-	<b>Delivery-</b> AHCWRK201 Observe and report on weather AHCCHM201 Apply Chemicals	<b>Delivery-</b> AHCCHM201 Apply Chemicals Under Supervision AHCPMG201 Treat Weeds	



## SCOPE AND SEQUENCE – AHC20116 Certificate II in Agriculture

Course Duration: 2 years

Date of commencement: 2018

Date of conclusion: 2019

**Delivery:** May be over more than one term using the Training Packages for content for each unit.

(Note: HSC examinable unit content is extended above this Training Package content- refer to the PI syllabus)

**Assessment:** When students commence the cluster assessment evidence.

**Cluster selection:** These DO NOT have to be in the order listed on pages 6 & 7.

	TERM 1	TERM 2	TERM 3	TERM 4
Y E A R  11	<b>Delivery-</b> AHCMOM202 Operate tractors AHCMOM304 Operate machinery and equipment AHC BIO201 Inspect and clean machinery for plant, animal and soil AHCWHS201 Participate in WHS processes <b>Assessment - Cluster 1 - Participate in WHS Processes</b>	<b>Delivery-</b> AHCINF202 Install, maintain and repair farm fencing AHCINF201 Carry out basic electric fencing operations <b>Assessment - Cluster 7 - Tractors</b>	<b>Delivery-</b> AHCLSK202 Care for health and welfare of livestock AHCLSK205 Handle livestock using basic techniques AHCLSK206 Identify and mark livestock AHCLSK204 Carry out regular livestock observations <b>Assessment - Cluster 9 - Fencing</b>	<b>Delivery-</b> AHCWRK209 Participate in environmentally sustainable work practices AHCWRK204 Work Effectively in Industry ACHWRK205 Participate in workplace communications <b>Assessment Cluster 5-Healthy Livestock Cluster 2-Working in the Industry</b>
Y E A R  12	<b>Delivery-</b> AHCMOM212A Operate 4- Wheel bikes AHCMOM201A Operate two-	<b>Delivery-</b> AHCWRK201 Observe and report on weather AHCCHM201 Apply Chemicals	<b>Delivery-</b> AHCCHM201 Apply Chemicals Under Supervision AHCPMG201 Treat Weeds	

# Gundagai High School Assessment Schedule

## Industrial Technology (Multimedia Technologies / Metal and Engineering Technologies) -Year 12

*For implementation for Year 12 from Term 4, 2018*

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	<b>40</b>
Knowledge and skills in the design, management, communication and production of a major project	15	15	20	10	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

### 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

Year 12 course scope and sequence - Industrial Technology (Multimedia Technologies / Metal and Engineering Technologies)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4</b>	Design, Management and Communication Industry Related Manufacturing Technology is integrated									
	Outcomes: H3.2, H4.3, H5.2, H6.1									
									Product Analysis 20%	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 1</b>	Production Industry Study is integrated Design, Management and Communication – Folio updated on an ongoing basis										
	Outcomes: H3.1, H3.2, H3.3, H5.1										
											Design and Planning Presentation 20%

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 2</b>	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 and Management Report 30%	

## Assessment Advice for HSC VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained, and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways e.g. written tasks, practical demonstration, portfolio or assignment. You may be deemed 'Competent' if performance in all required assessment activities is satisfactory or Not Yet Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses.

Formal Assessment will be scheduled only when you have developed the necessary skills, and underpinning knowledge to demonstrate competency. Your trainer will keep a record of units of competency achieved. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not yet achieved'. You will also receive a report from the school each semester indicating competencies achieved to date. **The achievement of units of competency**, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be issued by the NSW Educational Standards Authority on behalf of Public Schools NSW – Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. **Recognition of Prior Learning (RPL)** is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment by your trainer.

**Credit Transfer** will be given for units of competency previously achieved with another RTO. Refer to RTO Student Guide for further information and process

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

Note that:

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- an 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary

### HSC Examination

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

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC. This will only be used in the case of an illness/misadventure appeal. Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial exam.

## 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**

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

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

## References

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[http://www.uea.ac.uk/services/students/let/appointments/how\\_to\\_reference\\_your\\_work\\_slides](http://www.uea.ac.uk/services/students/let/appointments/how_to_reference_your_work_slides)

## 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)

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.
5. 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.

6. 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.
7. Normal school uniform is to be worn.
8. 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.