

1.2 Planning with deadlines and limited time

Name: _____ Class: _____ Date: _____ **Total: 24 marks**

KEY WORDS semester planner 学期计划表 • dependency 依赖关系 • buffer 缓冲时间

Objective

Build and revise a feasible study plan using deadlines, dependencies and available time. This is original GAC003-aligned practice, not an official assessment. All tasks and people below are fictional.

1 Key knowledge and worked examples

■ Key knowledge: a deadline is not a work slot

A **semester planner** 学期计划表 connects required outcomes to tasks you can actually schedule. Record fixed deadlines and commitments. Estimate each task, name what must happen before it and check whether the available slots can fit the work. A week with few deadlines can still be busy with preparation.

A **dependency** 依赖关系 is an earlier task or decision that another task needs. A **buffer** 缓冲时间 is spare capacity for delay or revision. A plan cannot use the same hour twice. Moving a task earlier helps only if its inputs and time are available. If the work will not fit, ask early about permitted changes; do not silently move a fixed deadline.

Urgency concerns how soon action is needed. Importance concerns consequences, including learning, assessment and obligations to others. A small quiz can still matter. A percentage alone does not settle what should be done next.

■ Source A: Mei's work and available slots

At the start of Monday in week 6, Mei has three tasks. The science report is due Friday in week 8. It needs one hour to check the supplied data, then two hours to draft, then one hour to revise. Feedback is available on a draft sent by the end of Friday in week 7; comments return on Monday in week 8. The English presentation is due Thursday in week 8. It needs two hours to prepare cue cards, then one hour to rehearse. A mathematics quiz is on Friday in week 7; Mei plans one hour of practice before it.

In each of weeks 6, 7 and 8, Mei has one hour on Monday, one hour on Wednesday and one hour on Friday, all after school. Thursday has no available slot. Work may be split across slots, but the report revision must use the returned comments. A Friday slot happens before a Friday deadline. These nine hours are her entire available time; a missed slot has no automatic replacement.

■ Source B: first plan

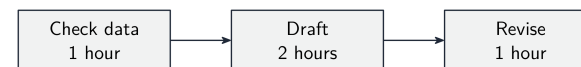
Week 6: practise mathematics on Monday; leave Wednesday and Friday empty. Week 7: prepare English cue cards on Monday and Wednesday; leave Friday empty. Week 8: check science data on Monday; draft the report on Wednesday and Friday. Rehearse English on Thursday evening. Revise the report on Friday using the same hour as drafting.

■ Worked example: count capacity and respect the order

Known: the report needs four work hours; the presentation needs three; mathematics needs one. Required work is $4 + 3 + 1 = 8$ hours. Available capacity is $3 \times 3 = 9$ hours. One spare hour exists in total, but its position matters.

A first attempt is: week 6 Monday data check, Wednesday and Friday report draft; week 7 Monday and Wednesday cue cards, Friday rehearsal; week 8 Monday report revision, Wednesday spare. Mathematics practice must also happen before the week-7 quiz. Put it in week 7? All three slots there are already used. Instead use week 6? All three are also used. This first attempt therefore does not fit its own slot allocation, even though the total count fits. Re-plan the sequence rather than hiding the mathematics practice.

■ Worked example: put each task before its deadline



Send draft by Friday, week 7
Comments return Monday, week 8

Revision uses the returned comments
Report deadline: Friday, week 8

A corrected plan is: week 6 Monday data check, Wednesday report draft hour 1, Friday cue cards hour 1; week 7 Monday mathematics, Wednesday report draft hour 2 and send it, Friday cue cards hour 2; week 8 Monday rehearsal, Wednesday report revision, Friday spare. The draft reaches the feedback cutoff; rehearsal precedes Thursday; revision follows returned comments. The final spare slot cannot rescue a missed rehearsal before Thursday.

2 Practice

2.1 Calculate the required work hours and available hours across the three weeks. State the spare capacity. [2]

2.2 Identify TWO different impossible uses of time in Source B. Explain each briefly. [2]

2.3 Explain THREE timing conditions that a feasible science-report plan must satisfy. Use the feedback arrangement. [3]

2.4 Mei says, “There is one spare hour, so any missed slot is safe.” Explain why that conclusion is too strong. Use a deadline from Source A and a feasible next action. [3]

3 Exam-style questions

3.1 Create a feasible nine-slot plan. Assign all eight required work hours, respect task order and feedback, and identify the unused slot. You may use the worked plan or another valid schedule. [6]

3.2 On Monday in week 8, Mei learns that her slot that day is unavailable. She has followed the corrected worked plan through week 7. Evaluate the remaining problem and write an 80–110 word message to her teacher proposing a realistic next step. State what is finished, what still needs time and which deadline is at risk. Do not claim that an unavailable slot or an extension is already agreed. [8]

Solutions

2.1 Required: $4 + 3 + 1 = 8$ hours. Available: $3 \times 3 = 9$ hours, leaving one hour. A correct total is not proof that a particular schedule is feasible.

2.2 Thursday rehearsal uses a slot Source A says is unavailable. Friday in week 8 is assigned to both a full hour of drafting and a full hour of revision, despite only one hour being available. The late draft also misses the offered feedback cutoff; that is a separate sequencing concern.

2.3 Check data before drafting. Finish and send the two-hour draft by Friday in week 7 to obtain the offered feedback. Revise after comments return on Monday in week 8 and before the Friday deadline.

2.4 Spare capacity is not necessarily before the endangered deadline. In the corrected plan the spare Friday is after Thursday's presentation, so it cannot replace a lost Monday rehearsal in time. Mei should ask early about an actually available earlier rehearsal slot or permitted adjustment, without assuming approval. Accept another accurately reasoned schedule-specific example.

3.1 Award B1 for each: eight work hours allocated without double-booking; data before both draft hours; draft sent by the feedback cutoff; revision after comments and before the report deadline; cue cards before rehearsal and rehearsal before Thursday; mathematics before the quiz with an unused slot identified. The corrected worked plan earns all six. Accept other feasible schedules. An unexplained list of weeks does not show slot capacity.

3.2 Local analytic rubric, $8 \times B1$: correct completed report draft; completed cue cards and mathematics; rehearsal still needed before Thursday; report revision still needed before Friday; Wednesday cannot fit both one-hour tasks; Friday cannot rescue rehearsal; conditional feasible request with follow-up; clear truthful 80–110 word message. Example: "My report draft was sent last Wednesday, and my cue cards and mathematics practice are finished. I have lost this Monday's study hour. I still need one hour to rehearse before Thursday and one hour to revise the report after feedback. Wednesday has only one hour, so I cannot do both then. Friday can hold the report revision, but it is too late for rehearsal. Could we discuss a permitted rehearsal slot before Thursday? If one is agreed, I can revise on Friday. I will confirm the arrangement rather than assume an extra hour exists."