



# Course Schedules and Expectations

## Year 11 2025





## Table of Contents

<b>Forward .....</b>	<b>4</b>
<b>Common Grade Scale for Higher School Certificate Courses .....</b>	<b>8</b>
<b>Student Assessment Planning Calendar .....</b>	<b>9</b>
<b>Ancient History.....</b>	<b>11</b>
<b>Biology.....</b>	<b>12</b>
<b>Business Studies .....</b>	<b>13</b>
<b>Chemistry .....</b>	<b>14</b>
<b>Community &amp; Family Studies (CAFS).....</b>	<b>15</b>
<b>Dance.....</b>	<b>16</b>
<b>Drama.....</b>	<b>17</b>
<b>Engineering Studies .....</b>	<b>18</b>
<b>English Advanced .....</b>	<b>19</b>
<b>English Extension 1.....</b>	<b>20</b>
<b>English Standard.....</b>	<b>21</b>
<b>English Studies .....</b>	<b>22</b>
<b>Food Technology .....</b>	<b>23</b>
<b>Health and Movement Science .....</b>	<b>24</b>
<b>Industrial Technology (Timber) .....</b>	<b>25</b>
<b>Legal Studies .....</b>	<b>26</b>
<b>Mathematics Standard .....</b>	<b>27</b>
<b>Mathematics Advanced.....</b>	<b>28</b>
<b>Mathematics Extension 1.....</b>	<b>29</b>
<b>Modern History.....</b>	<b>30</b>
<b>Music.....</b>	<b>31</b>
<b>Physics.....</b>	<b>32</b>
<b>Sports, Lifestyle &amp; Recreation Studies (SLR).....</b>	<b>33</b>
<b>Software Engineering.....</b>	<b>34</b>
<b>Society &amp; Culture .....</b>	<b>35</b>
<b>Textiles &amp; Design .....</b>	<b>36</b>
<b>Visual Arts.....</b>	<b>37</b>
<b>Business Services .....</b>	<b>38</b>
<b>Construction .....</b>	<b>39</b>
<b>Financial Services.....</b>	<b>40</b>
<b>Information and Digital Technology .....</b>	<b>42</b>
<b>Manufacturing and Engineering Introduction.....</b>	<b>43</b>
<b>Retail Services.....</b>	<b>44</b>
<b>Sports Coaching.....</b>	<b>45</b>
<b>Illness, Accident or Misadventure Application Form .....</b>	<b>46</b>

## Forward

Please read in conjunction with **Whitebridge High School Assessment Policy**.

The Assessment Policy is located on the school's website as well as through the Year Adviser and Deputy Principal.

---

## The Certificate

Upon satisfactory completion of the Year 11 program of study a student will be awarded a grade in each subject. These grades will be shown on their ROSA (Record of School Achievement), for students leaving school before completing Year 12, or on their HSC Record of Achievement.

The successful completion of 12 units of study in Year 11 is a prerequisite for the HSC. A student will also need to complete at least 10 units of study in Year 12.

## Requirements

The program of study requirements are that:

- the student's attendance, conduct and progress will be satisfactory;
- the student will study a permitted combination of courses;
- the student will study courses as approved by NESA;
- the student will complete the requirements of each course including any necessary oral, aural, practical, field work or project work;
- the student will have performed all tasks required as part of the assessment program; the student will sit for, and make a genuine attempt at, any assessment task set as part of the course and the final Year 11 Formal Written Examination for each of their subjects.

## The Courses

Two types of courses are approved for study in the HSC Year 11 Courses:

- Board Developed Courses - are the courses for which NESA develops a syllabus, setting out the objectives, outcomes, structure and content. NESA also develops Higher School Certificate examinations for most of these courses.
- Board Endorsed Courses - all of which count towards the HSC and are listed on your Record of Achievement. However, Board Endorsed Courses do not count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

All courses are based on units of study, where each unit requires two hours per week. Most courses are two unit courses. Some one unit courses are also offered.

## School-Based Assessment

The assessment marks awarded will be based on achievements measured at points throughout the course. This measure of students' relative achievements is based upon:

- a wider range of syllabus outcomes than may be measured by an assessment task, although it must cover all the objectives measured by the assessment task;
- multiple measures and observations made throughout the Year 11 course rather than at a single, final examination.

Measuring achievement at points during the course provides a better indication of student achievement than a single examination. It increases the accuracy of the final assessment of each student's achievement by using multiple measures. It caters for any knowledge and skills outcomes that are better assessed in specific settings (e.g. research, fieldwork or practical skills), thus broadening the base of the assessment.

Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork, depth studies and projects.

For VET courses, assessment is via competency in performing work-related tasks. This contributes towards a VET qualification but not towards an HSC mark.

## **The Responsibilities of the NSW Education Standards Authority**

NESA produces a syllabus, a statement of course rules, a list of prescribed texts, works and projects and an assessment guide for respective courses. To allow access by students, parents and other members of the public to these documents, NESA provides information on their website.

The NESA Higher School Certificate rules and requirements are covered in the Assessment, Certification and Examination (ACE) Manual. This and many other NESA publications, including syllabi, can be found on the NESA website: [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)

## **The School's Responsibilities**

In accordance with NESA requirements, this school has developed an assessment program for each course.

We have:

- identified the student tasks which best measure the components of a course;
- specified values to be applied to each of the tasks to maintain the relative importance of each component;
- scheduled the various tasks throughout the course;
- prepared information for students setting out the requirements of each course.

We will:

- notify students of approved calculators and other requirements as designated by NESA;
- notify the mark value awarded for each task in relation to the total number of marks for the course;
- keep records of the students' performance on each task and provide information to the students on their progress.

## **Reporting Results**

For each assessment task attempted, students will receive significant feedback on their performance, either by a mark or rank. As well, during the course, the school will provide information to students, which will show their cumulative rank order at that point in time. This will occur in the form of a school report, which will be issued at the end of the HSC Preliminary Course.

## **The Teaching/Learning Process**

Capping the number of formal written examination tasks that mimic the HSC examination to one per course.

## **Satisfactory Completion of a Course (Course Completion Criteria)**

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- (a) followed the course developed or endorsed by NESA; 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.

While NESA does not mandate 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 students' absence to the non-completion of course requirements.

If at any time it appears that a student is at risk of being given an 'N' (Non-completion of course requirements) determination in any course, the Principal must warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) in writing. This warning should be given in time for the problem to be corrected. If the first warning letter is not effective, a further warning letter(s) should be sent.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply the 'N' determination.

## **Students' Responsibilities and Procedures**

1. Students are expected to complete all tasks and sit for all examinations set as part of the assessment program at the specified time.
2. Some tasks will be performed in class; others will be prepared out of school and handed in at a designated time and then tested in class. A zero mark may be awarded in either case if evidence is found to support any suspicion that the work submitted is not that of the student.
3. Ample notice will be given to allow students to organise their workload to allow submission dates to be met. It will not be accepted as a valid reason for consideration, that pressure of work made meeting the deadline(s) impossible.
4. If an assessment task is due to be submitted on a set date, it must be presented on that date. See Whitebridge High School Assessment Policy booklet for information on Late Submission of tasks and Misadventure/Illness and Appeal procedures.
5. HSC: All My Own Work Program - a mandatory prerequisite for the HSC (completed prior to commencement of Year 11 work).

## **Malpractice or Non-Serious Attempts**

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students underpins the integrity of the RoSA and the HSC. Throughout the assessment process, the highest level of honesty is required.

Each student's mark is determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the NESA subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- Providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas.
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their satisfactory completion of the HSC.

Should malpractice be suspected, students will be informed of the allegation and be required to demonstrate in writing that all unacknowledged work is entirely their own within five school days. If the suspected malpractice constitutes an alleged breach of examination or assessment task rules, students will be expected to respond within five school days to the allegations in writing.

In cases where a teacher alleges that the student has made a non-serious attempt at a task, the matter should be referred to the Head Teacher in the first instance. If the Head Teacher agrees that the student has made a non-serious attempt at the task the student has five school days in which to respond in writing.

Based on the Head Teacher's determination, the student concerned will be referred to the Assessment Appeals Committee.

Students determined to have been involved in malpractice in relation to any assessment task, including examinations, may expect to receive a zero mark for that task. Students who are determined to have made a non-serious attempt at an assessment task may also expect to receive a zero for that task.

### **What constitutes malpractice?**

All work presented must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to you receiving zero marks for the task or examination.

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an examination
- using non-approved aids or electronic devices during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

### **Disability Provisions**

The NESA NSW assesses applications from students with special assessment needs in order to provide eligible students with practical support in NESA NSW assessments and examinations. Applications may be made by students for the RoSA, Preliminary HSC and Higher School Certificate according to procedures determined by the NESA NSW. The coordinators of these applications are the Head Teacher Welfare and the Learning Support Teacher. They will be able to provide Year 9 - 12 students with Disabilities Provisions Application forms and Information Guides. Students who wish to apply for disabilities provisions should see a member of the Learning Support Team.

Parents are encouraged to contact the Head Teacher Welfare or the Learning Support Teacher with any questions regarding the process. Parents will also be provided with the part of the form to be completed by any relevant specialists. It is most important that parents carry out this request in order to support the application with statements from medical professionals. The due date is always the last day of Term 1 for pre-existing conditions, except for applications based on chronic fatigue syndrome, post-viral syndrome, Ross River fever or glandular fever, which should be submitted in July of the examination year, with teacher comments and medical documentation also dated July.

For more details, refer to the NESA NSW website on <http://www.boardofstudies.nsw.edu.au/disability-provisions/> or contact the school.

When an application is submitted, evidence must be included indicating the precise nature of the disability and the consequent effect on examination performance. Examples of provisions available include braille or large-print papers, use of a writer and/or reader, use of an oral interpreter, extension of test time, rest breaks, separate examination supervision and permission to take medication. Schools are responsible for determining and approving disability provisions for all school-based assessment tasks. NESA only determines disability provisions for the Higher School Certificate examinations. Students and parents should be aware that there is no guarantee NESA will grant the same provisions as those given at school. Supporting documents, e.g. medical reports that confirm diagnosis of a particular condition; hearing and vision tests; timed essays should be submitted with the application. Supporting documentation should be less than 12 months old except where an existing medical condition/ diagnosis will not change with time,

e.g. permanent vision loss, diabetes. Provisions for emergencies (eg a broken arm) may be sought up to the day of the examination. If all the necessary information is not provided, some requested provisions will be declined due to insufficient evidence.

Where a student has a condition that may or may not occur during an examination, such as migraines or asthma, the occurrence of an episode during an examination is covered by illness/ misadventure appeals, not disability provisions. Also, disability provisions cannot compensate students for difficulties in undertaking a course or for lost preparation time. However, if there are identifiable factors known to contribute to or trigger a particular condition, an application can be submitted on this basis; for example, separate supervision in a room with natural light if bright lighting frequently results in a migraine.

Students may need provisions for:

- a permanent condition, such as diabetes or reading difficulty
- a temporary condition, such as a broken arm, or
- an intermittent condition, such as back pain when sitting for long periods.

NESA does not consider the lack of familiarity with the English language to be a disability in this context. Therefore, provisions such as the use of an English/foreign language dictionary will not be approved for students disadvantaged solely because of lack of familiarity with the English language.

Where a student has a condition that might manifest itself during an examination session (e.g. epilepsy or asthma), the occurrence of an episode during the examination will be covered by the illness/misadventure provisions.

Students for whom disability provisions are approved may not be eligible for illness/misadventure consideration for the same condition unless they experience a deterioration or variation in their condition during the actual examinations.

## Common Grade Scale for Higher School Certificate Courses

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

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



## Student Assessment Planning Calendar

Week	1	2	3	4	5	6	7	8	9	10	11
<b>Term 1 2025</b>	Holidays	Teacher Professional Development & Planning									
<b>Term 2 2025</b>											
<b>Term 3 2025</b>									Preliminary Final Exams		
<b>Term 4 2022</b>	HSC Courses begin										



## Ancient History

Components	Task 1	Task 2	Task 3	Weighting %
	Historical Investigation	Research/Source Analysis Case Study	Yearly Exam	
	Term 1 Week 8	Term 2 Week 7	Term 3 Week 9/10	
	Outcomes assessed  AH11-1, AH11-2, AH11-3, AH 11-6, AH11-8, AH11-9	Outcomes assessed  AH11-1, AH11-2, AH11-6, AH11-9	Outcomes assessed  AH11-4, AH11-6, AH11-7, AH11-9, AH11-10	
Knowledge and understanding of course content	10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations		10	10	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	5	10	20
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## Biology

Components	Task 1	Task 2	Task 3	Weighting %
	<b>Practical Investigation and Data Processing</b>  Module 1: Cells as the Basis of Life	<b>Depth Study Field Report</b>  Module 3 & 4: Biological Diversity and Ecosystem Dynamics	<b>Formal Written Examination</b>  Modules 1 - 4	
	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9/10	
	<b>Outcomes assessed</b>  BIO 11-2, BIO 11-3, BIO 11-4, BIO 11-6, BIO 11-7, BIO 11-8	<b>Outcomes Assessed</b>  BIO 11-1, BIO 11-4, BIO 11-5, BIO 11-6, BIO 11-7, BIO 11-10	<b>Outcomes assessed</b>  All outcomes	
Knowledge and understanding of course content	5	5	30	<b>40</b>
Skills in working scientifically	20	30	10	<b>60</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## Business Studies

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Research Task</b> Nature of Business	<b>Business Plan and Market Day Group Task</b> Business Planning	<b>Formal Written Examination</b> All Topics	
	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 9/10	
	<b>Outcomes assessed</b> P1, P2, P8	<b>Outcomes assessed</b> P4, P6, P7	<b>Outcomes assessed</b> P5, P9, P10	
Knowledge and understanding of course content	10		30	<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		10	10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Chemistry

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Data Processing Task based on Assignment</b>  Module 1 Properties & Structure of Matter	<b>Depth Study Stoichiometric Investigation</b>  Module 2 Induction to Quantitative Chemistry	<b>Formal Examination</b>  All Modules	
	Term 1 Week 11	Term 2 Week 8	Term 3 Weeks 9/10	
	<b>Outcomes Assessed</b>  11-4, 11-5, 11-6, 11-8	<b>Outcomes Assessed</b>  11-1, 11-2, 11-3, 11-4, 11-7, 11-9	<b>Outcomes Assessed</b>  11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-8, 11-9, 11-10, 11-11	
Knowledge and understanding of course content	5	5	30	<b>40</b>
Skills in working scientifically	25	25	10	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Community & Family Studies (CAFS)

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Core 1: Resource Management</b>  Interview and short answer questions	<b>Core 2: Individuals and Groups</b>  Short answer questions	<b>Formal Examination</b>  Core Modules	
	Term 1 Week 8	Term 2 Week 6	Term 3 Weeks 9/10	
	<b>Outcomes Assessed</b>  P1.2, P3.1, P4.1, P4.2, P5.1, P6.1	<b>Outcomes Assessed</b>  P2.1, P2.3, P4.2	<b>Outcomes Assessed</b>  All Outcomes	
Knowledge and understanding of course content	5	10	25	40
Skills in critical thinking, research methodology, analysing and communicating	25	25	10	60
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

## Dance

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Performance</b>  Core Performance	<b>Performance and Dance Technology Submission</b>  Core Composition / Film	<b>Written Essay</b>  Core Appreciation & Core Additional Performance	
	Term 1 Week 8	Term 2 Week 9	Term 3 Week 9/10	
	<b>Outcomes assessed</b>  P1.1, P1.2, P1.3, P1.4, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6	<b>Outcomes assessed</b>  P1.1, P1.2, P1.4, P3.1, P3.2, P3.4, P3.5, P3.6, P3.7,	<b>Outcomes assessed</b>  P4.1, P4.2, P4.3, P4.4, P4.5, P1.1, P1.2, P1.3, P1.4, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6	
Performance	30		10	<b>40</b>
Composition		30		<b>30</b>
Appreciation			30	<b>30</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



## Drama

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Elements of Production</b> Project/Rationale & Performance	<b>Theatrical Tradition and Performance Styles</b> Performance Workshops & Essay	<b>Improvisation, Playbuilding and Acting</b> Group Performance & Logbook	
	Term 2 Week 1	Term 2 Week 10	Term 3 Week 9/10	
	<b>Outcomes Assessed</b>  P1.4, P1.6, P2.1, P2.2, P2.3, P3.1	<b>Outcomes assessed</b>  P1.3, P3.1, P3.2, P3.3, P3.4	<b>Outcomes assessed</b>  P1.1, P1.2, P1.5, P1.7, P1.8, P2.4, P2.5, P2.6, P3.1	
Making	15	10	15	<b>40</b>
Performing	10		20	<b>30</b>
Critically Studying	5	20	5	<b>30</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Engineering Studies

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Class Test</b>  Module 1&2 Fundamentals and Products	<b>Engineering Report</b>  Module 3 Braking Systems	<b>Formal Written Examination</b>	
	Term 2 Week 4	Term 3 Week 2	Term 3 Week 9/10	
	<b>Outcomes Assessed</b>  P1.1, P1.2, P2.1, P2.2, P3.1, P3.3	<b>Outcomes Assessed</b>  P3.2, P4.1, P4.2, P5.2	<b>Outcomes Assessed</b>  P1.2, P2.1, P3.1, P3.3, P4.1, P4.2, P4.3	
Knowledge & understanding of course content	20	10	30	<b>60</b>
Knowledge and skills in research, problem solving and communication related to engineering practice	10	20	10	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## English Advanced

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Common Module Reading to Write</b>  Writing Portfolio (submission) – 20% and reflection (in-class) – 10%	<b>Narratives that Shape our World</b>  Multimodal Presentation -visual essay (submission) – 30% and critical analysis (in-class) 10%	<b>Yearly Examination Module B- Critical Study</b>  Part 1: Short answer questions (10%) Part 2: Academic Essay (20%) Extended Response	
	Term 1 Week 11	Term 2 Week 10	Term 3 Week 9/10	
	<b>Outcomes assessed</b>  EA11-1A, EA11-2A, EA11-3B, EA11-4B, EA11-7C	<b>Outcomes assessed</b>  EA11-2A, EA11-3B, EA11-6C, EA11-8D	<b>Outcomes assessed</b>  EA11-1A, EA11-3B, EA11-5C, EA11-8D	
Knowledge and understanding of course content	15	20	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## English Extension 1

Components	Task 1	Task 2	Task 3	Weighting %
	Imaginative Writing (20%) and Reflection (10%)	Multimodal presentation (Research Project)	Critical Essay (20%) and Short Answers (10%)	
	Term 2 Week 1	Term 2 Week 10	Term 3 Week 9/10	
	<b>Outcomes Assessed</b>  EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	<b>Outcomes assessed</b>  EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	<b>Outcomes assessed</b>  EE11-1, EE11-2, EE11-3, EE11-6	
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## English Standard

Components	Task 1	Task 2	Task 3	Weighting %
	<b>Writing Manual</b> (submission) – 15% and <b>short answer question/ composition</b> (in-class) – 15%  Common Module: Reading to Write	<b>Feature article</b> (multimodal) – 30% and <b>writing manual</b> – 10% (both submissions)  Module A: Contemporary Possibilities	<b>Year 11 Examination</b> Part 1: Short Answer Questions (10%) Part 2: Academic Essay (20%)  Reading to Write/ Module B: Close Study of Literature	
	Term 1, Week 11	Term 2, Week 10	Term 3 Week 9/10	
	<b>Outcomes Assessed</b>  EN11-1A, EN11-3B, EN11-5C, EN11-8D, EN11-9E	<b>Outcomes Assessed</b>  EN11-1A, EN11-2A, EN11-4B, EN11-7D	<b>Outcomes Assessed</b>  EN11-1A, EN11-3B, EN11-5C, EN11-6C, EN11-8D	
Knowledge and understanding of course content	15	20	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## English Studies

Components	Task 1	Task 2	Task 3	Weighting %
	<b>Research Portfolio</b>  Mandatory Module: Achieving through English	<b>Multimodal presentation</b>  Module H: Part of a Family	<b>Portfolio &amp; Reflection</b>  Module A: We are Australians	
	Term 1 Week 11	Term 2 Week 6	Term 3 Week 4	
	<b>Outcomes assessed</b>  ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-10	<b>Outcomes assessed</b>  ES11-2, ES11-4, ES11-6, ES11-8	<b>Outcomes assessed</b>  ES11-1, ES11-3, ES11-7, ES11-8, ES11-9	
Knowledge and understanding of course content	15	15	20	<b>50</b>
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Food Technology

Components	Task 1	Task 2	Task 3	Weighting %
	Research Task and meal preparation	Nutrition Investigation and Meal Preparation	Yearly Exams	
	Term 2 Week 1	Term 3 Week 2	Term 3 Week 9/10	
	Outcomes assessed P2.2, P3.2, P4.1, P4.2, P4.4, P5.1	Outcomes assessed P2.1, P3.1, P3.2, P4.1, P4.3, P5.1	Outcomes assessed P1.1, P1.2, P 2.2, P4.4, P 5.1	
Knowledge and understanding of course content			40	40
Knowledge and Skills in the design, researching, analysing and evaluating.	10	20		30
Skills in experimenting with and preparing food by applying theoretical concepts	20	10		30
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Health and Movement Science

Component	Task 1	Task 2	Task 3	Weighting %
	Depth Study written response	Formal Exam	Collaborative Investigation Journal and in class response	
	Term 1 Week 9	Term 2 Week 9	Term 3 Week 7	
	<b>Outcomes assessed</b>  HM-11-02 HM-11-07 HM-11-09 HM-11-10	<b>Outcomes Assessed</b>  HM-11-01 HM-11-02 HM-11-03 HM-11-04 HM-11-06 HM-11-07 HM-11-08 HM-11-09	<b>Outcomes assessed</b> HM-11-03 HM-11-05 HM-11-06 HM-11-08	
Knowledge and understanding of course content	15	15	10	40
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	15	15	30	60
<b>Total %</b>	30	30	40	<b>100</b>



## Industrial Technology (Timber)

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Industry Case Study</b>  Business Study report & Presentation	<b>Practical Project &amp; Portfolio</b>  Submit Practical work and folio – Major project	<b>Formal Examination</b>	
	Term 2 Week 1	Term 3 Week 2	Term 3 Week 9/10	
	<b>Outcomes assessed</b>  P1.1, P1.2, P4.1, P5.1, P6.2, P7.1, P7.2	<b>Outcomes assessed</b>  P2.1, P3.1 P3.2, P4.1, P4.2, P4.3, P5.2	<b>Outcomes assessed</b>  P1.1, P1.2, P2.1, P6.1, P7.1	
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge and skills in the management, communication and production of projects	10	30	20	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

## Legal Studies

Component	Task 1	Task 2	Task 3	Weighting %
	<b>The Legal System</b>  Media File (submission) & Short answer questions (examination-style)	<b>The Individual and the Law</b>  Research (submission) Essay (examination style)	<b>All Topics</b>  Yearly Exam	
	Term 2 Week 2	Term 3 Week 2	Term 3 Weeks 9/10	
	<b>Outcomes assessed</b>  P1, P2, P3, P4, P8	<b>Outcomes assessed</b>  P3, P5, P6, P7, P9	<b>Outcomes assessed</b>  P1, P2, P4, P5, P6, P7, P9, P10	
Knowledge and understanding of course content	10	10	20	<b>40</b>
Analysis and evaluation		10	10	<b>20</b>
Inquiry and research	10		10	<b>20</b>
Communication of legal information, issues and ideas in appropriate forms	10	10		<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Mathematics Standard

Component	Task 1	Task 2	Task 3	Weighting %
	<b>In-class test</b> Earning Money + Algebra and Equations	<b>In Class Task</b>  Data Analysis	<b>Yearly Examination</b>	
	Term 1, Week 10	Term 2, Week 7	Term 3 Week 9/10	
	<b>Outcomes assessed</b> MS11-1, MS11-2, MS11-5, MS11-6, MS11-10	<b>Outcomes assessed</b>  MS11-2, MS11-7 MS11-9, MS11-10	<b>Outcomes assessed</b>  MS11-1, MS11-2 MS11-3, MS11-4 MS11-5, MS11-6 MS11-7, MS11-8 MS11-9, MS11-10	
Understanding, Fluency and Communicating	15	15	20	<b>50</b>
Problem Solving, Reasoning and Justification	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Mathematics Advanced

Component	Task 1	Task 2	Task 3	Weighting %
	<b>In-class test</b>	<b>Portfolio Task with Validation</b>	<b>Yearly Examination</b>	
	Algebra and Functions	Trigonometry and Trigonometric Functions	All Topics	
	Term 1, Week 10	Term 2, Week 7	Term 3 Week 9/10	
	<b>Outcomes Assessed</b>	<b>Outcomes assessed</b>	<b>Outcomes assessed</b>	
	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-3, MA11-4, MA11-5, MA11-8, MA11-9	MA11-1, MA11-2 MA11-3, MA11-4 MA11-5, MA11-6 MA11-7, MA11-8 MA11-9	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Mathematics Extension 1

Component	Task 1	Task 2	Task 3	Weighting %
	<b>In class Test</b> Combnitorics + Polynomials	<b>Portfolio and Validation Task</b> Further Functions + Inverse Trigonometric Functions	<b>Yearly Exam</b> All Topics	
	Term 1 Week 11	Term 2 Week 10	Term 3 Week 9/10	
	<b>Outcomes assessed</b>  ME11-1, ME11-2, ME11-5, ME11-6 ME11-7	<b>Outcomes assessed</b>  ME11-1, ME11-2, ME11-3, ME11-6 ME11-7	<b>Outcomes assessed</b>  ME11-1, ME11-2, ME11-3, ME11-4 ME11-5 ME11-6 ME11-7	
Understanding, Fluency and Communicating	15	15	20	<b>50</b>
Problem Solving, Reasoning and Justification	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Modern History

Component	Task 1	Task 2	Task 3	Weighting %
	Source based task Case Studies	Individual project Historical Investigation	Yearly Examination All topics	
	Term 1 Week 7	Term 2 Week 7	Term 3 Week 9/10	
	<b>Outcomes Assessed</b>  MH 11-6, MH 11-7, MH 11-9	<b>Outcomes assessed</b>  MH 11-8, MH 11-9, MH 11-10	<b>Outcomes assessed</b>  MH 11-1, MH 11-2, MH 11-3, MH 11-4, MH 11-5, MH 11-9	
Knowledge and understanding of course content	5		35	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	20			<b>20</b>
Historical inquiry and research		20		<b>20</b>
Communication of historical understanding in appropriate forms	5	10	5	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Music

Components	Task 1	Task 2	Task 3	Weighting %
	<b>Performance and Aural Analysis</b> An Instrument and its Repertoire	<b>Composition</b> Music for Large Ensembles	<b>Viva Voce</b> Music for Small Ensembles	
	Term 1, Week 9	Term 2, Week 8	Term 3, Week 9/10	
	<b>Outcomes assessed</b> P1, P4, P6, P9	<b>Outcomes assessed</b> P3, P7, P8	<b>Outcomes assessed</b> P2, P4, P6, P7	
Performance	25			<b>25</b>
Composition		25		<b>25</b>
Aural	10		15	<b>25</b>
Musicology			25	<b>25</b>
<b>Total %</b>	<b>35</b>	<b>25</b>	<b>40</b>	<b>100</b>

# Physics

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Data Processing</b>  Module 2  Forces and Acceleration	<b>Depth Study</b>  Module 3  Sound	<b>Yearly Examination</b>  All Modules	
	Term 2 Week 2	Term 3 Week 2	Term 3 Weeks 9/10	
	<b>Outcomes assessed</b>  PH11-4 PH11-5 PH11-6 PH11-7 PH11-9	<b>Outcomes assessed</b>  PH11-1 PH11-2 PH11-3 PH11-7 PH11-10	<b>Outcomes assessed</b>  PH11-4 PH11-5 PH11-6 PH11-7 PH11-8 PH11-9 PH11-10 PH11-11	
Skills in Working Scientifically	20	25	15	<b>60</b>
Knowledge and understanding	10	5	25	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



## Sports, Lifestyle & Recreation Studies (SLR)

Component	Task 1	Task 2	Task 3	Weighting %
	In class and practical Fitness	In class test First Aid	Coaching Examination Sports Coaching	
	Term 2 Week 1	Term 2 Week 8	Term 3 Weeks 7	
	<b>Outcomes Assessed</b> 2.2, 3.2, 3.3, 4.1	<b>Outcomes assessed</b> 1.3, 3.6, 4.2, 4.5	<b>Outcomes assessed</b> 1.1, 2.1, 3.2	
Knowledge and understanding	10	10	30	<b>50</b>
Skills	20	20	10	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# Software Engineering

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Simple Python Quiz: Minor programming Project</b>	<b>Mechatronics: Robotics Project</b>	<b>Formal Written Exam</b> All Modules	
	Term 2, Week 1	Term 3, Week 3	Term 3 Week 9/10	
	<b>Outcomes assessed</b>  SE-11-01, SE-11-02, SE-11-04, SE-11-06 SE-11-07, SE-11-08, SE-11-09	<b>Outcomes assessed</b>  SE-11-03, SE-11-04, SE-11-05, SE-11-07, SE-11-08, SE-11-09	<b>Outcomes Assessed</b>  SE-11-01, SE-11-02, SE-11-03, SE-11-04, SE-11-05, SE-11-06, SE-11-07, SE-11-08, SE-11-09	
Knowledge and Understanding of course content	20	20	10	<b>50</b>
Knowledge and skills in the design and development of software solutions	10	20	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Society & Culture

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Research task</b> Social and Cultural World	<b>Individual research task</b> Personal and Social Identity	<b>Yearly Examination</b>	
	Term 1 Week 7	Term 2 Week 8	Term 3 Week 9/10	
	<b>Outcomes assessed</b> P1, P3, P6, P9, P10	<b>Outcomes assessed</b> P1, P2, P8, P10	<b>Outcomes assessed</b> P1, P2, P3, P4, P5, P6, P9, P10	
Knowledge and understanding of course content	20	10	20	<b>50</b>
Application and evaluation of social and cultural research methods	5	20	5	<b>30</b>
Communication of information, ideas and issues in appropriate forms	5	10	5	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Textiles & Design

Components	Task 1	Task 2	Task 3	Weighting %
	Journal of textiles techniques	Garment construction and portfolio	Yearly exam	
	Term 1, Week 11	Term 3, Week 4	Exam period	
	<b>Outcomes assessed</b> P.1.1, P2.2, P2.3	<b>Outcomes assessed</b> P2.1, P4.1	<b>Outcomes assessed</b> P5.1, P3.2, P6.1	
Knowledge & understanding of course content	10	20	20	50
Knowledge and Skills in the design, management, communication and production of a major project	20	20	10	50
Total %	30	40	30	100

## Visual Arts

Component	Task 1	Task 2	Task 3	Weighting %
	2-Dimensional Artmaking BOW & VAPD Critical and Historical	3-Dimensional Artmaking BOW & VAPD Critical and Historical	Yearly Examination Art Criticism and Art History	
	Term 2 Week 4	Term 3 Week 6	Term 3 Week 9/10	
	<b>Outcomes Assessed</b>  P.1, P.2, P.4, P.6, P.9, P.10	<b>Outcomes Assessed</b>  P.1, P.2, P.4, P.5, P.6, P.7, P.9, P.10	<b>Outcomes Assessed</b>  P.7, P.8, P.9, P.10	
Artmaking	25	25		<b>50</b>
Art criticism and art history	15	15	20	<b>50</b>
<b>Total %</b>	40	40	20	<b>100</b>

## School Name: Whitebridge High School Assessment Schedule Year 11 - 2025

Assessment Tasks for BSB30120 Certificate III in Business		Task 1 Let's get tech savvy	Task 2 Organising business safety	Task 3 PRELIMINARY EXAM
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 9 Term 1 Date 28/3/25	Week 9 Term 2 Date 27/6/25	Week 9/10 Term 3 Date TBA
Code	Unit of Competency	HSC Examinable		
BSBTEC201	Use business software applications	Yes	X	
BSBTEC202	Use digital technologies to communicate in the work environment	No	X	
BSBWHS311	Assist with maintaining workplace safety	Yes		X
BSBINS302	Organise workplace information	No		X
BSBXCM301	Engage in workplace communication	Yes		X
BSBOPS201	Work effectively in business environments	No		X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward BSB30120 Certificate III in Business.

**For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

School Name: Whitebridge High School

Assessment Schedule Year 11 – 2025

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)			Task 1 White card  Week 11 Term 1 Date 11/4/25	Task 2 Tools and equipment  Week 11 Term 4 Date 19/12/25	Task 3 Work safe  Week 10 Term 1 Date 4/7/25	Task 4 Working it out  Week 9/10 Term 3 Date 15/9/25
Code	Unit of Competency	HSC Examinable				
CPCWHS1001	Prepare to work safely in the construction industry		X			
CPCCCA2002	Use carpentry tools and equipment			X		
CPCCCM2005	Use construction tools and equipment	✓		X		
CPCCCA2011	Handle carpentry materials			X		
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	✓			X	
CPCCCM1011	Undertake basic estimation and costing					X
CPCCOM1015	Carry out measurements and calculations	✓				X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

**For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

# Financial Services

School Name: Whitebridge High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for FNS30122 Certificate III in Financial Services		Task 1 Safety	Task 2 Personal finances	Task 3 Calculating finances in the school shop	Task 4 Preliminary Exam
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 7 Term 1 Date 14.3.25	Week 2 Term 2 Date 9.5.25	Week 1 Term 3 Date 25.7.25	Week 9/10 Term 3 Date TBA
Code	Unit of Competency	HSC Examinable			
BSBWHS211	Contribute to health and safety of self and others		x		x
FNSFLT311	Develop and apply knowledge of personal finances		x		x
BSBTEC302	Design and produce spreadsheets			x	x
FNSACC323	Perform financial calculations	✓		x	x

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward FNS30122 Certificate III in Financial Services.

**For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.



School Name: Whitebridge High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality		Task 1 Safety in the kitchen	Task 2 Service please	Task 3 Preliminary Exam
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 9 Term 2	Week 5 Term 3	Week 9/10 Term 3
Code	Unit of Competency	Date 27.6.25	Date 22.8.25	Date TBA
SITXWHS005	Participate in safe work practices	X		X
SITXFSA005	Use hygienic practices for food safety	X		X
SITXFSA006	Participate in safe food handling practices	X		X
SITHCCC025	Prepare and present sandwiches	X		
SITXCCS011	Interact with customers		X	X
SITXCOM007	Show social and cultural sensitivity		X	

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward SIT20322 Certificate II in Hospitality.

**For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

# Information and Digital Technology

School Name: Whitebridge High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for ICT30120 Certificate III in Information Technology			Task 1 Safe digital work	Task 2 Team web	Task 3 Preliminary Exam
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 1 Term 2 Date:	Week 2 Term 3 Date:	Week: 9 – 10 Term: 3 Date: TBA
Code	Unit Name	HSC Examinable			
BSBWHS311	Assist with maintaining workplace safety	✓	X		✓
ICTWEB305	Produce digital images for the web		X		
BSBXTW301	Work in a team	✓		X	✓
ICTWEB304	Build simple web pages			X	

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward ICT30120 Certificate III in Information Technology.

**For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

# Manufacturing and Engineering Introduction

Manufacturing and Engineering Introduction  
 Qualification: MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways  
 Cohort 2025 - 2026  
 Training Package MEM - Manufacturing and Engineering

**School Name: Whitebridge High School**

**Assessment Schedule Year 11 - 2025**

Assessment Tasks for		Task 1	Task 2	Task 3	Task 4
MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways		Welcome to the industry	Right tool right job	Engineering in practice	Preliminary Exam
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 5 Term 2	Week 4 Term 3	Week 10 Term 3	Week Term
*Task 2 completion may be carried over to HSC year		Date 30/05/25	Date 15/08/25	Date 26/09/25	Date: TBA
Code	Unit Name				
MEM13015	Work safely and effectively in manufacturing and engineering	X			X
MEM16006	Organise and communicate information	X			X
MEM11011	Undertake manual handling	X			
MEM18001	Use hand tools		X		
MEM18002	Use power tools/hand held operations		X		
MEM12024	Perform computations			X	X
MEM16008	Interact with computer technology			X	
MEM07032	Use workshop machines for basic operations			X	

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

**School Name: Whitebridge High School****Assessment Schedule Year 11 - 2025**

Assessment Tasks for SIR30216 Certificate III in Retail			Task 1 Get ready for retail	Task 2 Operation safety	Task 3 Prelim Exam
Code	Unit of Competency	HSC Examinable			
SIRXIND001	Work Effectively in a Service Environment	<input type="checkbox"/>	Week 11 Term 1 Date: 9/4/25	Week 10 Term 2 Date: 2/7/25	Week 9/10 Term 3 Date: TBA
SIRXCOM002	Work Effectively in a Team	<input type="checkbox"/>	X	X	X
SIRXWHS002	Contribute to Workplace Health and Safety	<input type="checkbox"/>	X	X	X
SIRRINV001	Receive and Handle Retail Stock			X	X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward SIR30216 Certificate III in Retail.

**For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

School Name: Whitebridge

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIS30521 Certificate III in Sport Coaching		Task 1 Tournament time		Task 2 Coaching the individual		Task 3 Preliminary exam	
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 11		Week 10		Week 9/10	
		Term 1		Term 2/3		Term 3	
		Date 11/4/2025		Date TBA		Date TBA	
Code	Unit of Competency						
HLTWH5001	Participate in workplace health and safety	X				X	
SISXIND006	Conduct sport, fitness and recreation events	X				X	
SISSSCO003	Meet participant coaching needs			X		X	
BSBPOS403	Apply business risk management processes			X		X	

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward SIS30521 Certificate III in Sport Coaching.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

# Illness, Accident or Misadventure Application Form



## Whitebridge High School – Years 10, 11 & 12 Illness & Misadventure application



- Can be submitted before the due date when misadventure is known beforehand
- Can be submitted within two (2) school days after return to school

Student name: \_\_\_\_\_ Year: \_\_\_\_\_

Subject & class: \_\_\_\_\_ Original task due date: \_\_\_\_\_

Task description: \_\_\_\_\_

### Unacceptable grounds for illness/misadventure

The application process does not cover:

- attendance at a sporting or cultural event, or family holiday
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities.
- disabilities for which the school has already granted disability provisions, unless an unforeseen episode occurs during the assessment period (e.g. a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the Principal.

NB: A student who is representing the school will be supported by illness/misadventure

Absence reason: \_\_\_\_\_

In the space below, explain with sufficient detail the evidence that supports your case for illness/misadventure (continue over the page if necessary).

---

---

---

---

Supporting documentation for illness/misadventure: Y / N

Year 10 & 11 – Desired

Year 12 – Mandatory

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

Date task submitted: \_\_\_\_\_

### Office Use Only

Head Teacher recommendation: Accepted / Rejected

---

---

---

- ☐ Same task
- ☐ Late submission
- ☐ Zero
- ☐ Estimate based on evidence
- ☐ Alternative task

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Head Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Deputy Principal: \_\_\_\_\_

Date: \_\_\_\_\_