

Year 11

ASSESSMENT INFORMATION

2026

POLICIES AND
PROCEDURES




























ORAN PARK
ANGLICAN COLLEGE



Of greater worth than gold.

POWERFUL LEARNERS

				
<p>Courage</p> <ul style="list-style-type: none">  Persists <i>Stick at it</i>  Manages distractions <i>Think before you act</i>  Taking risks <i>Try new things</i>  Remaining open <i>Always learning, always growing</i> 	<p>Curiosity</p> <ul style="list-style-type: none">  Asks questions <i>Ask more, learn more</i>  Thinking <i>Engage your brain</i>  Noticing <i>Pay attention to detail</i>  Wonder <i>Lose yourself in learning</i> 	<p>Craftsmanship</p> <ul style="list-style-type: none">  Revising <i>Review and renew</i>  Activates prior knowledge <i>Connect the dots</i>  Imagining <i>Be innovative</i>  Precision <i>Be clear</i> 	<p>Collaboration</p> <ul style="list-style-type: none">  Inter-dependence <i>Work together</i>  Listening with empathy <i>Open ears, open eyes</i>  Adaptable <i>Embrace the unexpected</i>  Humour <i>Laugh a little</i> 	<p>Compassion</p> <ul style="list-style-type: none">  Humility <i>Be modest</i>  Gratitude <i>Count your blessings</i>  Justice and mercy <i>Seek truth, give grace</i>  Restoration <i>Love one another</i>



Our Powerful Learners Framework

In 2020, after extensive research into the characteristics displayed by powerful learners, a new teaching and learning framework 'Powerful Learners' was implemented.

The framework is an innovative model that moves beyond the conventional approach to learning and focuses on combining the acquisition of content knowledge with the development of character.

The model uses Guy Claxton's Learning Powered Approach which draws together research on how students learn and what abilities strengthen our capacity to learn. Within this framework, OPAC has identified 5 C's associated with learning. Powerful learners display capacities associated with Courage, Curiosity, Craftsmanship, Collaboration and Compassion.

The framework encourages students to reflect on how they can become more powerful learners and encourages teachers to focus explicitly on developing these different learning dispositions. We do this together as a community through the way we talk about learning, the way we structure learning activities and the way we think about what good learning looks like.

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PRINCIPAL'S WELCOME

Dear Year 11 Students and Families,

The adventure of Senior School continues! This is the time of greater flexibility and yet greater demands. It can be a time of tension for students and their parents. Our intention at Oran Park is to provide you with as much opportunity as possible to raise questions and seek solutions.

The year is one that brings increased independence, deeper learning, and greater responsibility. It can also be a time of challenge and uncertainty, not only for students but for their families as well. At Oran Park Anglican College, we are committed to supporting you throughout this important season, providing opportunities to ask questions, seek guidance, and grow in confidence.

In the Year 11 Information and Assessment Book we have provided information regarding subjects and new approaches to the programs in Senior School. If the information raises questions for you, we are eager to assist you. We are striving to have our students achieve their best; to enjoy their time at the College and to gain valuable insight into the world around them in order to adequately prepare for the future.

We aim to see every student flourish — to make the most of their time at the College, to pursue excellence, and to develop a meaningful understanding of the world around them in preparation for life beyond school.

As a Christian and Anglican College, we approach all aspects of College life through the lens of faith and values. We believe in the importance of a personal relationship with Jesus Christ and the truth found in His Word. As it says in **Proverbs 3:5–6**:

“Trust in the Lord with all your heart and lean not on your own understanding; in all your ways submit to Him, and He will make your paths straight.”

Please be assured of our care and concern for each student and each family. We wish you every blessing as you begin this final and formative year at Oran Park Anglican College.

NAOMI WILKINS
PRINCIPAL

INTRODUCTION

Year 11 is both a challenging and deeply rewarding season as our students continue their Senior School journey. At Oran Park Anglican College, we are committed to nurturing not only **academic excellence** but also strong **moral character**. We encourage each student to approach their studies with **diligence, integrity, and respect**—qualities that prepare them for success in the HSC and beyond.

Students are expected to follow teacher directions promptly and courteously, maintain organised class notes, complete homework, and catch up on any missed work. Consistency and **personal responsibility** are key hallmarks of success in Year 11.

Each day, students should check their timetable carefully to bring the correct books and equipment for class. These habits of preparation and attentiveness reflect the **self-discipline** and **accountability** of a mature learner.

Year 11 is divided in four Pastoral Care classes.

- 11Carmichael Mrs Grace Kiefer (gkiefer@opac.nsw.edu.au)
- 11Lewis Mr Angus van der Schyff (avandershchyff@opac.nsw.edu.au)
- 11Liddell Mrs Alexandra Newington (anewington@opac.nsw.edu.au)
- 11Wilberforce Mr Jonathan Howe (jhowe@opac.nsw.edu.au)

If a student or parent has enquiries that relate to a specific course, they should speak to their class teacher initially and then their Pastoral Care Teacher.

Mr J Williams (jwilliams@opac.nsw.edu.au) is Student Stage 6 Wellbeing Advisor, who is also available to provide additional support.

If a student or parent has questions about a subject, they are encouraged to speak first with the class teacher and, if needed, follow up with the Pastoral Care Teacher for further support.

The College's BYOD program continues to enhance learning through access to digital textbooks, apps, and online learning tools. While technology provides remarkable opportunities, students are reminded to balance its use with meaningful handwritten work.

At Oran Park Anglican College, we are dedicated to the **holistic wellbeing** of every student. Our Pastoral Care and Wellbeing programs reflect our belief that each young person is uniquely valued and **loved by God**. We see every student and family as part of a caring community that seeks to uphold our College's core values – **curiosity, courage, collaboration, craftsmanship and compassion**.

Together, we look forward to walking alongside our Year 11 students as they strive to *finish well*—not only as **scholars** but as young people of **good character**.

STEVE OWEN

DEPUTY PRINCIPAL – HEAD OF SENIOR SCHOOL

STAGE 6 ASSESSMENT INFORMATION

FORMAL ASSESSMENT PROGRAMS AND TASKS

SECTION 1 - Student Assessment Notification Procedure

- 1.1 All students will be given and sign for a Preliminary/HSC Assessment booklet at the beginning of the Preliminary/HSC Course(s). This will contain the Course Assessment Programs for each task, week and term it will be administered.
- 1.2 Assessment tasks will occur in the weeks designated in this booklet unless there is prior written notification from the relevant Head of Faculty and the change of date has been authorised by the Director of Studies.
- 1.3 The relevant Head of Faculty will determine on which day of the designated week the assessment will fall. The Director of Studies will meet with Heads of Faculty to determine a Year 11/12 Assessment due date calendar.
- 1.4 In addition to the Assessment book students will be given written notice of the assessment task, with a minimum of three weeks before the assessment is due containing:
 - A detailed description of the task
 - The outcomes being assessed
 - The weighting of the task
 - The marking criteria (where appropriate)
- 1.5 All Assessments that are a submission, must be submitted by 9am on the due date stipulated on the Assessment Task Notification.
- 1.6 The assessment tasks listed in the Assessment Booklet will measure achievement of the outcomes of the Preliminary/HSC course and determine the marks in the College ranks and grades reports to NESA.
- 1.7 If a task is submitted after this time or the student is absent the day prior to a hand-in task (without just cause) the student will receive zero.
- 1.8 All submission assessments must be submitted electronically through CANVAS where the time of submission is recorded.
- 1.9 Computer hardware or software failure **will not** be accepted as an excuse for late submission. Students cannot submit assessments via email. When working on assessments students are advised to have a backup computer copy of all tasks including backing up in the cloud e.g., OneDrive as well as draft printed copies.

SECTION 2 - Number and Type of Tasks

- 2.1** Three tasks in Preliminary Courses and three to four tasks, including the Trial HSC, are considered sufficient to adequately assess the components of most courses according to NESAs
- 2.2** The Assessment Tasks should be appropriate to the outcomes and components of the course being assessed. For example, tasks could include assignments, fieldwork studies and reports, model making, oral reports, research projects, practical tests and open-ended investigations, viva voce and improvisations.
- 2.3** Adjustments to assessment tasks can be made through the collaborative planning process to ensure access to and participation in the course requirements for students with Diverse Learning needs.

SECTION 3 - Substituting Assessment Tasks

- 3.1** Students are expected to attempt all assessment tasks.
- 3.2** If a student has an upheld illness/misadventure application, the mark they receive for the task will contribute toward their school-based assessment mark. The substituted assessment task may take the form of either:
 - The provision of an extension of time to complete the original assessment task or
 - be provided with a substitute assessment task
- 3.3** The College will ensure the substitute assessment task is in accordance with the illness/misadventure provisions and assessment guidelines (i.e. outcomes, weighting, etc.)
- 3.4** In exceptional circumstances where a student cannot complete the assessment task, schools may provide an estimate, based on completed comparable assessment tasks which contain comparable outcomes, approved by the Principal (or delegate) and in line with the school's policies and procedures for school-based assessment. The mark awarded for this task will be determined upon completion of the course, based on their rank of the other assessment tasks. The student must maintain their cumulative rank.
- 3.5** If a student does not complete and submit a task by the due date or attend a scheduled assessment task, and has their illness/misadventure application declined, the school will record a zero mark for the assessment task.

RESULTS AND APPEALS

SECTION 4 - Completing Assessment Tasks, Appeals and Dispute Resolution

4.1 Students are:

- expected to complete all assessment tasks
- able to seek clarification about assessment results from their teacher. This may result in re-marking of the task or a section of the task. The reviewed mark will contribute to the school-based assessment, even if it is lower than the original mark.
- responsible for submitting an appeal about marks allocated for an individual assessment task within 5 school days.

4.2 The College must resolve individual student appeals over marks allocated for an individual assessment task within 2 weeks of the appeal being lodged.

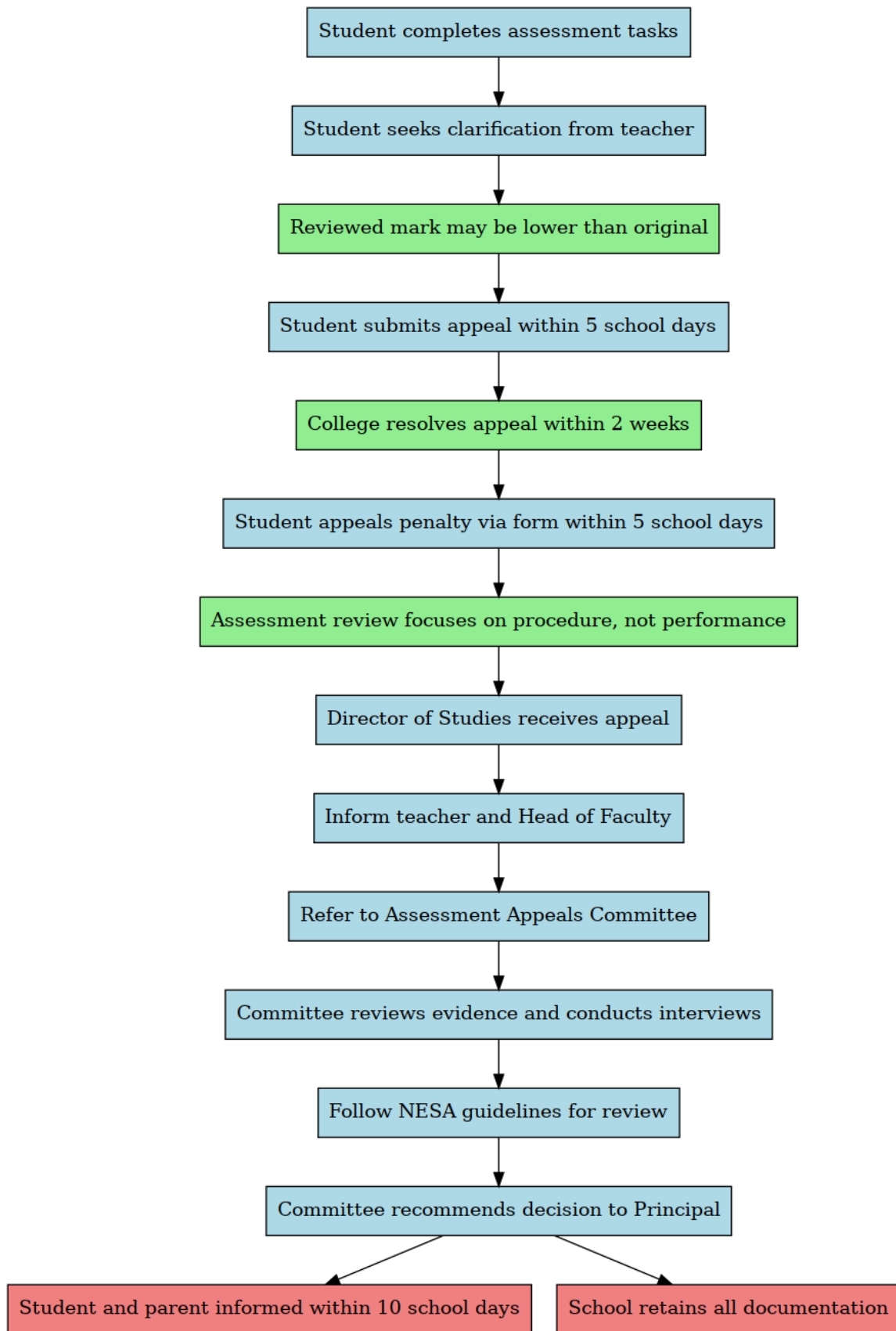
4.3 If a student believes they have been unfairly treated with respect to the awarding of penalties in a course of study, they can appeal the process of determining the final decision. Appeals must be made by completing the 'Application for Appeals' form, within five school days from when the student received the mark, grade or penalty.

4.4 An assessment review should focus on the College's procedures for determining the final penalty. Students are not entitled to seek a review of a teacher's judgements of the worth of individual performance in assessment tasks at the end of the course. The marks or grades awarded will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time a task is returned.

4.5 When an appeal against the award of an assessment penalty has been received the Director of Studies will:

- inform the class teacher and the Head of Faculty that an appeal has been received
- refer the appeal to the Assessment Appeals Committee which includes the Head of Senior School, the Deputy Head of Senior School - Teaching and Learning and a Head of Faculty from outside the faculty in which the complaint has been received.
- Instruct the committee to review all evidence in relation to the appeal, which may include interviews with the student, parent and teacher(s) involved
- advise the committee to follow guidelines as set down by NESAs for the conduct and completion of a School Review
- form a recommendation from the committee based on the evidence provided to the Principal;
- endeavour to inform the student and parent of the decision in writing, within 10 school days of receiving the appeal; and
- keep copies of all appeal forms, and other documentation at the school.

Appeal and Resolution Process

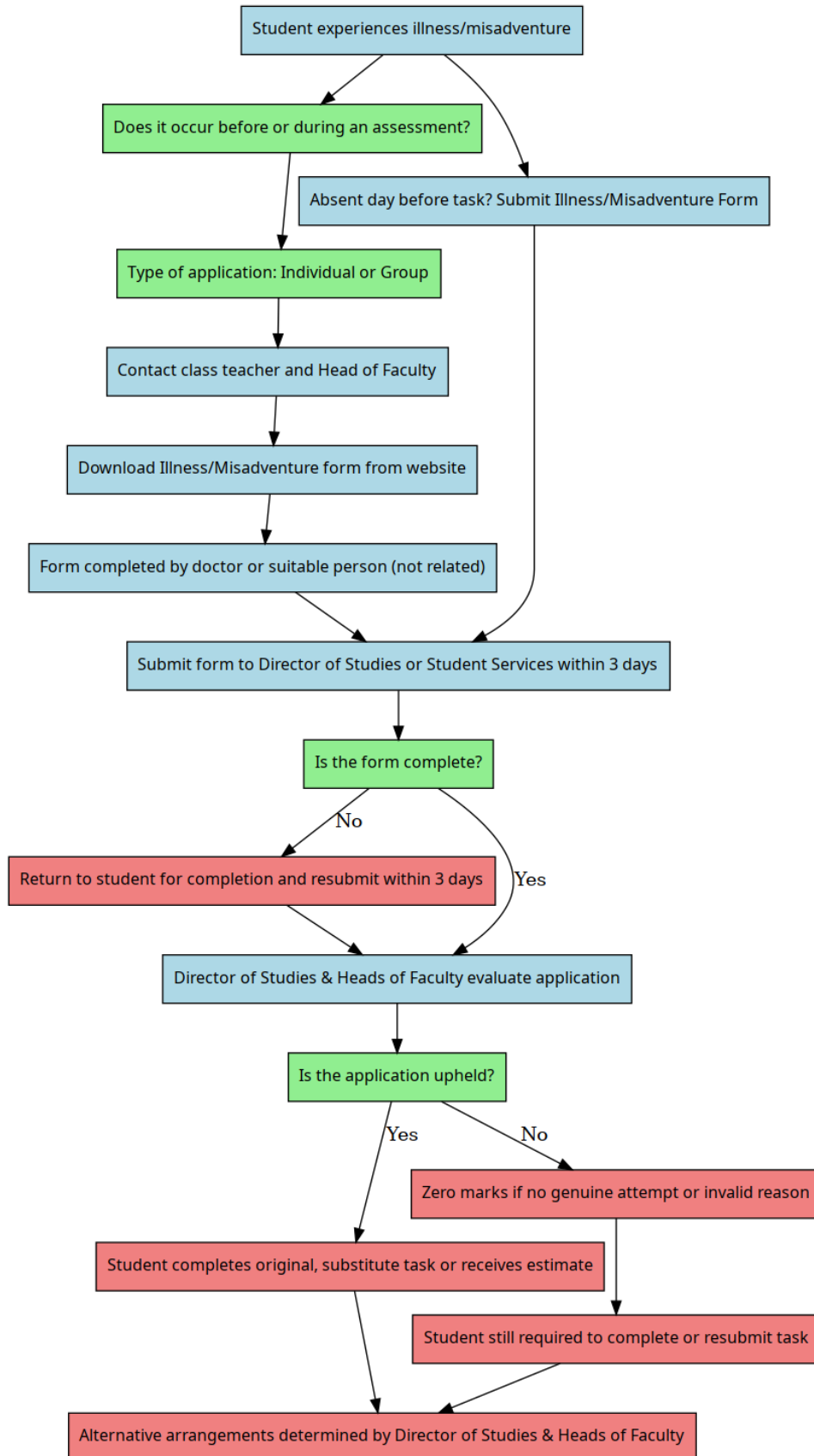


ILLNESS/MISADVENTURE

SECTION 5 - What is Illness/Misadventure?

- 5.1 The College administers the Illness/Misadventure program to support students who:
- experience illness or misadventure immediately before or during an assessment task; and
 - are prevented from attending or impacted during an assessment task.
- 5.2 There are two types of illness/misadventure applications:
- individual, and
 - group
- 5.3 If a student is ill or unable to complete an assessment for a valid reason they must:
- Contact their class teacher and relevant Head of Faculty
 - Download the "Illness/Misadventure" form from the College website and have it completed by a doctor or other suitable person (for example, police officer, Justice of the Peace). The person must **not** be related to the student. A medical certificate submitted in isolation is **not** adequate documentation for an I/M application.
 - Return the form to the Director of Studies (or to Student Services) **no later than three (3) days after returning to College.**
 - An I/M application will not be considered unless **all the required sections** of the form have been completed. The application will be returned to student for completion and will require resubmission within the 3 working days' time allowance.
 - If the student's illness/misadventure is upheld, the student will be required to complete the original task, a substitute assessment task or be provided with an estimate (see Section 3.4).
 - Zero marks may be awarded when a student has not made a genuine attempt or does not have a valid reason for not completing a task. In addition, the student is still required to complete or resubmit the task.
- 5.4 **Students must submit an Illness/Misadventure Form if they are absent the day prior to the due date for any task** (regardless of whether it is submission or in-class).
- 5.5 The Director of Studies, in consultation with the Heads of Faculty will determine alternative arrangements for any missed assessment task.

Illness/Misadventure Process



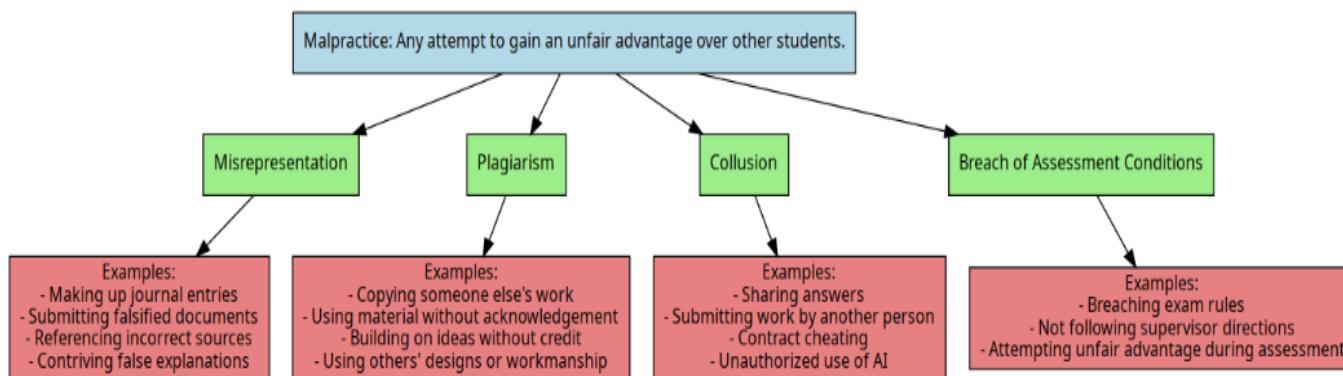
SECTION 6 – Illness/Misadventure exclusions

- 6.1.** The Illness/Misadventure program does not cover:
- attendance at a sporting or cultural event, or family holiday, or
 - alleged inadequacies of teaching, or
 - long-term matters relating to loss of preparation time, or loss of study time or facilities, or
 - disabilities for which the College has already granted special provisions, unless:
 - an unforeseen episode occurs during an assessment task; or
 - further difficulties with the approved provision(s) occur during an assessment task
 - long-term illness unless the student has a 'flare-up' of the condition immediately before or during an assessment task or matters avoidable by the student.
- 6.2.** NESAs may consider some cases involving interruption to the completion of an HSC submitted work or loss of materials prepared by the student, such as the theft, vandalism, or destruction of major works. In the unfortunate instance of this occurrence, the College would raise any such incidents with NESAs at the time.

INTEGRITY OF HSC SCHOOL-BASED ASSESSMENT AND EXAMS

SECTION 7 – Malpractice

- 7.1. Malpractice is any attempt to gain an unfair advantage over other students.
- 7.2. Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable.
- 7.3. Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.



7.4. **Misrepresentation** is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information. Misrepresentation can include but is not limited to:

- making up journal entries for a project, and/or
- submitting falsified or altered documents, and/or
- referencing incorrect or non-existent sources, and/or
- contriving false explanations to explain work not handed in by the due date.

7.5. **Plagiarism** is when a student pretends to have written, created or developed work that has originated from another source. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements. Plagiarism includes but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own, and/or
- using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
- building on the ideas or words of another person without appropriate acknowledgement, and/or
- using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

7.6. **Collusion** is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

Collusion includes but is not limited to:

- sharing answers to an assessment with other students, and/or

- submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- contract cheating by outsourcing work to a third party, and/or
- unauthorised use of artificial intelligence technologies.

7.7. A breach of assessment conditions includes any breach of examination or assessment rules and procedures. When assembling for, undertaking, and leaving an in-class assessment or examination, students are subject to the direction of the supervising teacher. Malpractice occurs when a student breaches the conditions set for assessment or examination in an attempt to gain an unfair advantage.




7.8. In the case of suspected malpractice, 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,
- 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.

7.9. A review panel consisting of the classroom teacher, the Head of Faculty and the Director of Studies will be convened to adjudicate on claims/accusations of malpractice or plagiarism. In the case where the classroom teacher is the Head of Faculty, they will convene with the Director of Studies.

7.10. The consequence of malpractice will be a loss of 10% to 100% of the available marks, depending on the extent of the malpractice. If malpractice affects more than 50% of a submitted task, this may be considered severe malpractice and may result in a zero mark. The penalty will be determined by the Director of Studies in consultation with the Head of Faculty within 14 days.

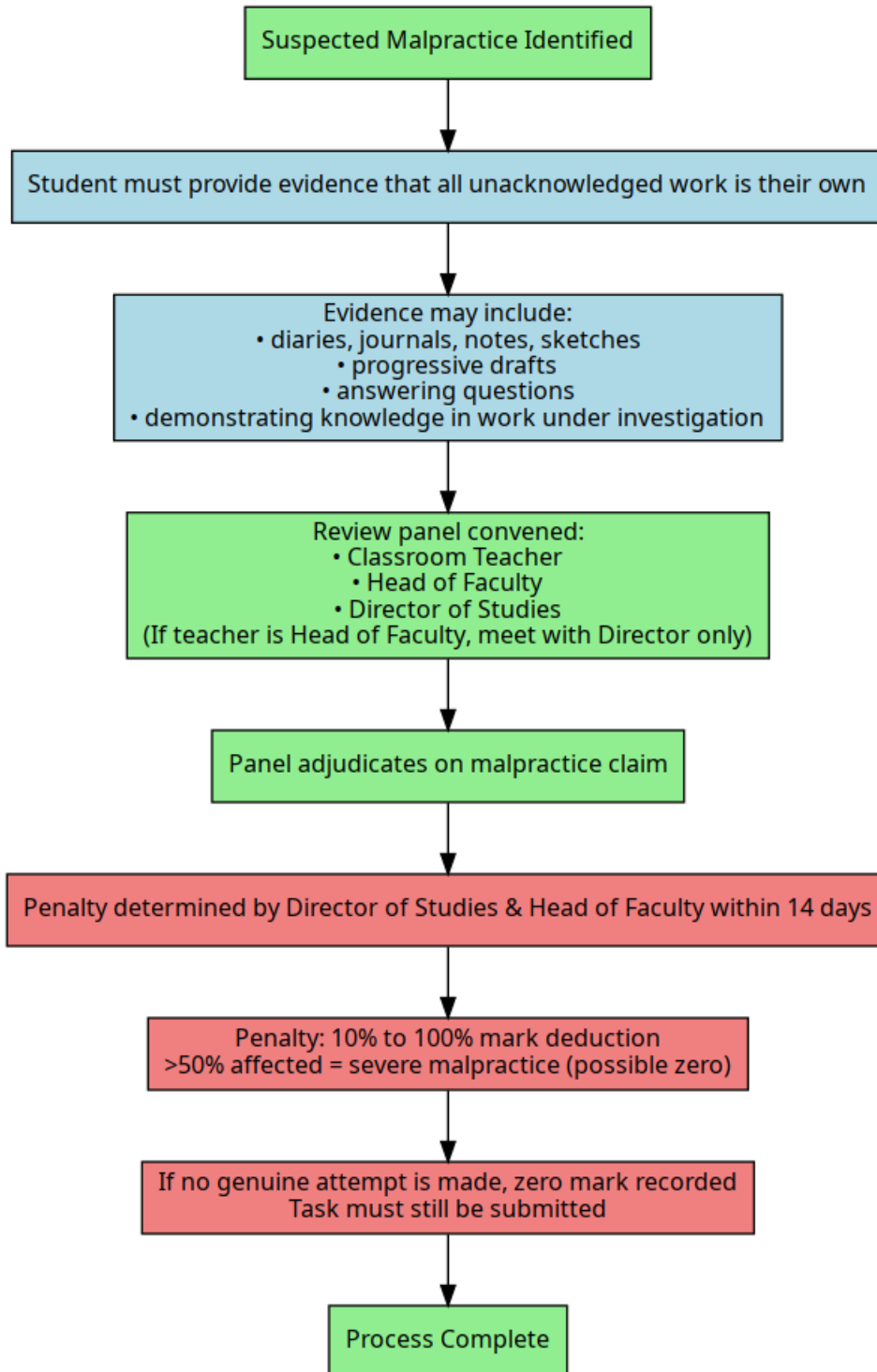
7.11. If a student does not make a genuine attempt at an assessment task a zero mark will be recorded. Even though zero marks may result due to lateness, students must still submit the task.

Level 1	Level 2	Level 3
 No GenAI Students complete all aspects independently without GenAI tools.	 GenAI as Assistant AI assists with planning and understanding, but students write all content themselves.	 GenAI as Collaborator AI can help generate, edit and improve content. The assessment still reflects the student's own ideas, but GenAI plays a role in improving and editing the overall quality and presentation.
Show your own thinking and skills	AI helps you plan, you write everything.	You can edit and improve AI generated content
Examples: <ul style="list-style-type: none"> • Handwritten test or exam • Practical tasks 	Examples: <ul style="list-style-type: none"> • Using AI to generate ideas • Asking AI to develop a plan • Asking AI to create a scaffold • Asking AI to explain concepts 	Examples: <ul style="list-style-type: none"> • Using AI to help draft paragraphs • Refining work with AI feedback

Assessment Guidelines

Teachers will clearly indicate which level applies to each assessment task.
Students must adhere to the specified level to ensure academic integrity and fair evaluation.

Suspected Malpractice Process



SECTION 8 – Non-Serious Attempts

- 8.1. Failure to submit or complete work is also grounds for an 'N' determination for a task. The College uses standard letters provided by the National Education Standards Authority that inform parents about Non- Completion for a Stage 6 task.
- 8.2. If at any time the student is at risk of being given an 'N' determination for a course, the student and parents/guardians in writing as soon as possible. The student will also be informed prior to the letter being sent, by their teacher/Head of Faculty.
- 8.3. If at risk of an 'N' determination students will receive a minimum of 2 warning letters, each outlining the problem and the steps required to rectify the problem with a target date.
- 8.4. Students are given every opportunity to redeem themselves, by following the guidelines (including the revised due date) set out in the N-Determination Warning Letter.
- 8.5. If the problem has not been corrected by the date given on the letters, the 'N' determination may be awarded by the Principal.
- 8.6. **The 'N' determination is serious.** It means that that the student has not completed the course and will have an 'N' appear on their RoSA documentation for that course.

SPECIAL REQUIREMENTS FOR VET COURSES, EXTERNAL COURSE AND MAJOR WORKS

SECTION 9 – VET Courses and External Courses (Distance Education, Languages etc.)

- 9.1. NESAs VET courses are based on national Training Packages or accredited courses.
- 9.2. VET students must complete mandatory 35 hours of industry workplace requirements in each year of the Preliminary and HSC courses.
- 9.3. VET courses for Stage 6 must be delivered by a registered training organisation (RTO) that has the relevant qualification and units of competency on their scope of registration, and follow the course developed or endorsed by NESAs.
- 9.4. The College retains overall responsibility for monitoring course delivery to our students when enrolled in any external courses and for duty of care while students are participating in courses conducted by an RTO. They will have a College staff member overseeing their progress throughout the course, who liaises with the student and relevant external provider.

SECTION 10 – Major Works

- 10.1. Students studying courses with a Major Work practical component must complete their work at school. Special Requirements for work that is done at home must follow NSW Education Standards Authority guidelines to enable certification by the class teacher.
- 10.2. Students who are submitting Major Works in Visual Arts, Design and Technology, Industrial Technology, Textiles and Design, Society and Culture etc. must ensure that their submitted work(s) comply strictly with the NESA requirements, in terms of deadlines, size dimensions, weight, volume, running time limits (for film or video works), nature of materials used etc. The Education Standards Authority will not accept works that are oversized, overweight, over the prescribed running time or constructed of prohibited material.
- 10.3. For all submitted works, the student will need to sign a declaration stating that the work is their own, and that they have properly acknowledged anyone else's words, ideas, designs or work that they have used.
- 10.4. It is the expectation that **the student meet regular progressive deadlines set by their teacher** to ensure feedback provided for the Major Work is implemented and reviewed. The drafting process is a vital component of preparing the Major Work. **The teacher will monitor and record the student's progress on their submitted work** and, along with the Director of Studies, will certify that they completed the work. It must demonstrate that it:
 - is their own work
 - is consistent with earlier drafts and other examples of their work
 - was finished by the due date.
- 10.5. If a student does not demonstrate diligence and sustained effort in preparing their portfolio and major work, warning letter will be set home to inform parents.
- 10.6. If the teacher can't certify the work, they may receive fewer or zero marks. If the student is planning to carry out work that needs to be done at home, they need your teacher's permission.

ACHIEVEMENT IN HSC COURSES AND FEEDBACK

SECTION 11 - Achievement

- 11.1 For Preliminary and HSC Courses the College will report on each student's achievement against the NSW Education Standards Authority outcomes.
- 11.2 Marks awarded for assessment tasks must reflect the differences in student performance. This is achieved by the marking guidelines using the full range of marks available for the task.
- 11.3 Information on marking guidelines may be found on the NESA Portal – Principles for Developing Marking Guidelines
- 11.4 This does not mean that marks must be spread across the whole range, nor does it mean that they must fall between 50 and 100, which is the range of most marks when assessments have been moderated.
- 11.5 Students must receive full written feedback on all assessment tasks.

DISABILITY PROVISIONS

SECTION 12 – Disability Provision Adjustments for School-based Assessments

- 12.1** Disability provisions address students' assessment task needs impacted by one or more of the following categories of disability:-
- 12.1.1** learning, and/or
 - 12.1.2** medical, and/or
 - 12.1.3** vision, and/or
 - 12.1.4** hearing.
- 12.2** Disability provisions are determined on the basis of functional evidence of impact, and provide practical support for students with disability to access HSC assessment tasks, not to achieve potential.
- 12.3** Parents/guardians are responsible for providing the relevant medical documentation (e.g. paediatrician reports, occupational therapist reports, etc.)
- 12.4** Students can access provisions in consultation with the Head of Diverse Learning, Diverse Learning Coordinator and Director of Studies.
- 12.5** The College will ensure that students with disabilities can access and participate in education on the same basis as other students.
- 12.6** Through collaborative curriculum planning, the College will determine, and implement, reasonable adjustments for a student with disability for school-based assessment tasks. Adjustments are actions taken that enable a student with disability to access syllabus outcomes and content on the same basis as their peers.
- 12.7** The College is responsible for any decision to determine adjustments to school-based assessment activities and tasks, including in-school tests.
- 12.8** Adjustments at a school level are **not** disability provisions for the HSC.
- 12.9** Adjustments for school-based assessment tasks may be different to disability provisions approved for HSC exams. However, the College will still provide adjustments for school-based assessment.

SATISFACTORY COMPLETION OF A COURSE

SECTION 13 – Satisfactory Completion of a Preliminary Course

- 13.1** A student will be considered to have satisfactorily completed a Preliminary course if, in the Principal's view, there is sufficient evidence that the student has met the course completion criteria.
- 13.2** Satisfactory completion of the Preliminary course or its equivalent is a prerequisite for entry into an HSC course.

SECTION 14 – Satisfactory Completion of an HSC Course

- 14.1** Students studying an HSC course must make a genuine attempt to complete the course requirements. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete the requirements.
- 14.2** For courses where school-based assessment marks are submitted, students must make a genuine attempt at assessment tasks that contribute more than 50 percent of the available marks. It is emphasised that completion of assessment tasks worth **exactly 50 percent is not sufficient**; tasks worth in excess of 50 percent must be attempted. Furthermore, the student must fulfil the course completion criteria.
- 14.3** A course will not be listed on the RoSA unless both of these conditions are met.
- 14.4** In the case of competency-based courses, where a student has not successfully completed any units of competency, it is a matter for the teacher's professional judgement to determine whether the attempts made by the student to complete the course are genuine.
- 14.5** Where students are studying an HSC course that includes a requisite examination, students must sit for and make a genuine attempt at the examination.
- 14.6** If it is determined that a student has not made a genuine attempt to complete the course requirements, the Principal must indicate on the appropriate documentation that the course has not been satisfactorily completed.
- 14.7** Students studying VET Industry Curriculum Framework courses must complete the mandatory work placement hours in order to be deemed satisfactory.
- 14.8** Until a student presenting for a Higher School Certificate has satisfactorily completed courses totalling at least 12 units of Preliminary courses and 10 units of HSC courses that satisfy NESAs pattern of study requirements, the student will not be eligible to receive the award of a Higher School Certificate.

NON-COMPLETION AND REVIEWS

SECTION 15 - Non-completion of HSC school-based assessment

15.1 If it appears that a student is at risk of not meeting the school-based assessment requirements in a course, a warning must be given.

15.2 The Principal will:

- 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 a non-completion ('N') determination
- advise the parent or guardian in writing if the student is under 18
- request from the student and/or parent/guardian a written acknowledgement of the warning
- issue at least one follow-up warning letter (if the student is still at risk of not meeting requirements)
- retain a copy of the warning notice and other relevant documentation.

SECTION 16 - Non-completion Determinations of HSC school-based assessment

16.1 If a student is to be given a non-completion ('N') determination because of failure to complete tasks which contribute in excess of 50 percent of the final assessment marks in that course, the Principal will:-

16.1.1 submit the non-completion determination via Schools Online, advise the student of the determination, its consequences and the student's right to a school review and subsequent appeal to the NSW Education Standards Authority (NESA) using the form supplied by NESA at Schools Online.

16.2 The College will calculate an assessment mark incorporating the marks for those tasks submitted and a zero for each task not submitted. This information will be required if the student makes an appeal to NESA which is upheld.

SECTION 17 – Review of Non-completion Determinations of HSC school-based assessment

17.1 The procedures for a school review of an 'N' determination will follow those laid down in Section 4.5 (School Review):

17.2 A student seeking a review of an 'N' determination must apply to the Principal, for review by the Assessment Appeals Committee, by the date listed in the Higher School Certificate HSC key dates and exam timetables.

17.3 If the College upholds the appeal, they will advise the NSW Education Standards Authority (NESA) by the date stipulated in the Higher School Certificate Events Timetable.

17.4 If the appeal is declined, the student may appeal to NESA. NESA's review will focus on whether the College review properly and correctly considered the matters before it.

17.5 Appeals must reach NESA by the date stipulated in the Higher School Certificate HSC key dates and exam timetables. NESA will advise students and Principals of the outcome of any appeal as soon as possible after the Higher School Certificate examinations.

RoSA AND HSC APPEALS AGAINST N-DETERMINATIONS

SECTION 18 – Appeals to N-Determination Decisions

- 18.1** A Principal's Determination form should be completed, and a copy given, together with the Student Appeal form, to any student issued with an 'N' determination in any course or sent to the student's home address.
- 18.2** Principals will also advise the student's parents or guardians (if the student is under 18 years of age) in writing of their right to appeal against the Principal's determination.
- 18.3** If a student does not wish to appeal to NESAs, the completed Principal's Determination form should be retained at the school.
- 18.4** If a student appeals to the College and the student's appeal is successful at the school level, both the Principal's Determination form and the Student Appeal form should be retained at the school. NESAs must be advised so that the 'N' determination can be removed, and the grade/assessment mark reinstated.
- 18.5** If the student's appeal is unsuccessful at the College level, all documentation should be retained at the College unless the student wishes to appeal to NESAs.
- 18.6** NESAs will review appeals only on the information submitted with the Principal's Determination form, the Student Appeal form and the School Review – Principal's Report form. Copies of all the warning letters that were sent, and any other relevant information must be included.
- 18.7** The appropriate forms relating to 'N' determinations must be submitted to NESAs by the dates specified by NESAs.
- 18.8** The Principal may determine that a Review Panel should consider appeals by students against the Principal's 'N' determination. This decision is entirely at the discretion of the Principal.

LEAVE

SECTION 19 – APPLYING FOR LEAVE

- 19.1** It is the responsibility of the student to check the College Calendar/Assessment Booklets and identify all common assessment tasks that are due during the period of leave.
- 19.2** Where set tasks are missed due to leave, it is the responsibility of students to make arrangements with relevant teachers in consultation with Heads of Faculty for how and when the tasks will be completed.
- 19.3** Leave applications must be submitted at least four (4) weeks prior to leave dates requested.

YEAR 11 - 2026 ASSESSMENT DATES

Please note: - There may be occasions where an assessment may require amending and students will receive written notification of these changes.

Term 1 (9 weeks)		
Week	Course	Task Description
6	Biology	Practical Task
7	Business Studies	Business Report
7	Mathematics Standard	In-class Test
8	Ancient History	Source Analysis
8	Chemistry	Data Analysis
8	Community and Family Studies	Case Study
8	Legal Studies	Media Analysis and Response
8	Mathematics Extension I	Question Bank Test
8	Society and Culture	Stimulus-based
9	English Advanced	Imaginative Composition and Analytical Reflection
9	English Extension I	Imaginative Analytical Composition
9	English Standard	Imaginative Composition and Analytical Reflection
9	Enterprise Computing	Research Report
9	Health and Movement Science	Application
9	Mathematics Advanced	Question Bank Test
9	Modern History	Source Analysis
9	Music I	Composition and Aural
9	Music II	Musicology Essay and Composition
9	Physics	Data Analysis
9	Studies of Religion I	Stimulus-based

Term 2 (10 weeks)

Week	Course	Task Description
1	Visual Arts	Body of Work and Short Answer Response
4	Design and Technology	Skills Portfolio
4	Textiles and Design	Communication Techniques Portfolio
6	Mathematics Extension I	In-class Test
6	Society and Culture	Mini PIP
7	Community and Family Studies	Report
7	Music I	Performance and Viva Voce
7	Music II	Performance and Aural
7	Textiles and Design	Preliminary Textiles Project
8	Ancient History	Research Essay
8	Chemistry	Depth Study
8	English Extension I	Viva Voce (multimodal)
8	Mathematics Advanced	In-class Test
8	Studies of Religion I	Essay
9	Biology	Depth Study
9	English Advanced	Essay and Visual Representation
9	English Standard	Essay and Visual Representation
9	Enterprise Computing	Project
9	Mathematics Standard	Investigation
9	Modern History	Research and Essay
10	Physics	Depth Study
10	Visual Arts	Body of Work and Extended Response

Term 3 (10 weeks)

Week	Course	Task Description
1	Legal Studies	Research Task
2	Health and Movement Science	Case Study
4	Business Studies	Stimulus-based
7	Design and Technology	Design Project
7	Visual Arts	Body of Work and Essay Response
9	Ancient History	Final Examination
9	Biology	Final Examination
9	Business Studies	Final Examination
9	Chemistry	Final Examination
9	Community and Family Studies	Final Examination
9	Design and Technology	Final Examination
9	English Advanced	Final Examination
9	English Extension I	Final Examination
9	English Standard	Final Examination
9	Enterprise Computing	Final Examination
9	Health and Movement Science	Final Examination
9	Legal Studies	Final Examination
9	Mathematics Advanced	Final Examination
9	Mathematics Extension I	Final Examination
9	Mathematics Standard	Final Examination
9	Modern History	Final Examination
9	Music I	Performance and Aural
9	Music II	Performance, Musicology and Aural
9	Physics	Final Examination
9	Society and Culture	Final Examination
9	Studies of Religion I	Final Examination
9	Textiles and Design	Final Examination

YEAR 11 - 2026 COURSE ASSESSMENT PROGRAMS

Year 11 Ancient History Assessment Program 2026				
Subject Tasks		Task 1	Task 2	Task 3
Topic		Module 1	Module 3	All topics
Task Description		Source Analysis Task	Research Essay	Final Examination
Outcomes		AH11-1, AH11-3, AH11-4, AH11-5, AH11-10	AH11-3, AH11-4, AH11-5, AH11-7, AH11-9	AH11-2, AH11-6, AH11-7, AH11-8
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 8	Term 2 Week 8	Term 3 Week 9 & 10
Knowledge and understanding of course content	40	15		25
Historical skills in the analysis and evaluation of sources and interpretations	20	10	5	5
Historical inquiry and research	20		15	5
Communication of historical understanding in appropriate forms	20	5	30	5
TOTAL	100	30	30	40

Year 11 Biology Assessment Program 2026				
Subject Tasks		Task 1	Task 2	Task 3
Topic		Module 1	Module 3	All topics
Task Description		Practical Task	Depth Study	Final Examination
Outcomes		BIO11-1-8	BIO11-1-7,10	BIO11-1-11
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 6	Term 2 Week 9	Term 3 Week 9 & 10
Skills in Working Scientifically	60	10	30	20
Knowledge and Understanding	40	10	10	20
TOTAL	100	20	40	40

Year 11 Business Studies Assessment Program 2026

Subject Tasks		Task 1	Task 2	Task 3
Topic		The Nature of Business	Business Planning	The Nature of Business Business Management Business Planning
Task Description		Business Report	Stimulus-based Response	Final Examination
Outcomes		P1, P2, P9, P8	P2, P3, P4, P7, P9, P10	P1, P2, P3, P4, P5, P6, P8, P9, P10
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 7	Term 3 Week 4	Term 3 Week 9 & 10
Knowledge and understanding	40	5	15	20
Stimulus-based skills	20	10		10
Inquiry and research	20	10	10	
Communication of business information ideas and issues in appropriate forms	20		10	10
TOTAL	100	25	35	40

Year 11 Chemistry Assessment Program 2026

Subject Tasks		Task 1	Task 2	Task 3
Topic		Module 1	Module 1/2	All topics
Task Description		Data Analysis	Depth Study	Final Examination
Outcomes		CH11-1-8	CH11-1-7,8,9	CH11-1-11
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 8	Term 2 Week 8	Term 3 Week 9 & 10
Skills in Working Scientifically	60	20	20	20
Knowledge and Understanding	40	10	10	20
TOTAL	100	30	30	40

Year 11 Community and Family Studies Assessment Program 2026

Subject Tasks		Task 1	Task 2	Task 3
Topic		Resource Management	Individuals and Groups	All topics
Task Description		Case Study	Report	Final Examination
Outcomes		P1.2, P4.2, P5.1, P6.1, P6.2	P2.1, P2.3, 4.2	P1.1 P1.2 P2.2 P2.4 P3.1 P3.2 P4.1 P4.2 P6.1
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 8	Term 2 Week 7	Term 3 Week 9 & 10
Knowledge and understanding	40	10	15	15
Skills	60	20	20	20
TOTAL	100	30	35	35

Year 11 Design and Technology Assessment Program 2026

Subject Tasks		Task 1	Task 2	Task 3
Topic		Design Theory and Practice	Development and Production of Design Solutions	All topics
Task Description		Skills Portfolio	Design Project	Final Examination
Outcomes		P1.1, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1	P2.2, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	P1.1, P2.1, P2.2, P3.1, P4.1, P4.3, P5.1, P6.1
Syllabus Requirements	Weighting % (syllabus)	Term 2 Week 4	Term 3 Week 7	Term 3 Week 9 & 10
Knowledge and Understanding	40	15		25
Skills in Designing, Managing, Producing and Evaluating design projects	60	25	35	
TOTAL	100	40	35	25

Year 11 English Advanced Assessment Program 2026

Subject Tasks		Task 1	Task 2	Task 3
Topic		Reading to Write Transition to Senior English	Narratives that Shape our World	Modules
Task Description		Imaginative Composition and Analytical Reflection	Essay and Visual Representation (Multimodal)	Final Examination
Outcomes		EA11-2, EA11-5, EA11-6, EA11-7, EA11-8, EA11-9	EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-7, EA11-8, EA11-9	EA11-1, EA11-3, EA11-4, EA11-5, EA11-7, EA11-8, EA11-9
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9 & 10
Knowledge and Understanding	50	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20
TOTAL		30	30	40

Year 11 English Extension Assessment Program 2026

Subject Tasks		Task 1	Task 2	Task 3
Topic		Text Culture and Value Morality Madness & Manipulation Common Module	Imaginative and Analytical Composition Morality Madness & Manipulation Related Project	Imaginative and Analytical Composition Morality Madness & Manipulation Common Module & Related Project
Task Description		Imaginative and Analytical Composition	Viva Voce (multimodal)	Final Examination
Outcomes		EE11-1, EE11-2, EE11-5, EE11-6	EE11-3, EE11-4, EE11-5, EE11-6	EE11-1, EE11-2, EE11-3, EE11-5
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 9	Term 2 Week 8	Term 3 Week 9 & 10
Knowledge and understanding of texts and why they are valued	50	15	15	20
Skills in complex analysis composition and investigation	50	15	15	20
TOTAL		30	30	40

Year 11 English Standard Assessment Program 2026

Subject Tasks		Task 1	Task 2	Task 3
Topic		Common Module Reading to Write Transition to Senior English	Module A – Contemporary Possibilities	Common Module – Reading to Write Module A – Contemporary Possibilities Module B – Close Study of Literature
Task Description		Imaginative Composition and Analytical Reflection	Essay and Visual Representation	Final Examination
Outcomes		EN11-2, EN11-5, EN11-6, EN11-7, EN11-8,	EN11-1, EN11-2, EN11-3, EN11-4, EN11-9	EN11-1, EN11-5, EN11-6, EN11- 8, EN11-9
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9 & 10
Knowledge and understanding	50	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20
TOTAL	100	30	30	40

Year 11 Enterprise Computing Assessment Program 2026

Subject Tasks		Task 1	Task 2	Task 3
Topic		How Safe is Your Data?	UX - Shaping the future of digital discourse	All topics
Task Description		Research report – Principles of Cybersecurity	Project – Interactive Media and the Use Experience	Final Examination
Outcomes		EC-11-01, EC-11-03, EC-11-04, EC-11-06, EC-11-07, EC-11-09	EC-11-01, EC-11-08, EC-11-09, EC-11-11	EC-11-02, EC-11-04, EC-11-05
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9 & 10
Knowledge and understanding	50	20	10	20
Skills	50	10	25	15
TOTAL	100	30	35	35

Year 11 Health and Movement Science Assessment Program 2026

Subject Tasks		Task 1	Task 2	Task 3
Topic		Body and Mind in Motion	Health for Individuals and Groups	Collaborative Investigation
Task Description		Application	Case Study	Final Examination
Outcomes		HM-11-04, HM-11-08, HM11-09, HM-11-10	HM-11-01, HM-11-02, HM-11-06, HM11-09, HM-11-10	HM-11-01 - HM-11-06, HM-11-09, HM-11-10
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 9	Term 3 Week 2	Term 3 Week 9 & 10
Knowledge and Understanding	40	15	15	10
Skills in collaboration, analysis, communication, creative thinking, problem solving and research	60	15	20	25
TOTAL	100	30	35	35

Year 11 Legal Studies Assessment Program 2026

Subject Tasks		Task 1	Task 2	Task 3
Topic		The Legal System	The Individual and the Law	All topics
Task Description		Media Analysis and Response	Research	Final Examination
Outcomes		P1, P2, P3, P4, P6, P9	P4, P5, P6, P7, P8, P9	P1, P2, P9, P10
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 8	Term 3 Week 1	Term 3 Week 9 & 10
Knowledge and Understanding	40	10	10	20
Analysis and Evaluation	20		10	10
Inquiry and Research	20	10	10	
Communication of legal information, ideas and issues in appropriate forms	20	10	10	
TOTAL	100	30	40	30

Year 11 Mathematics Advanced Assessment Program 2026

Subject Tasks		Task 1	Task 2	Task 3
Topic		Algebra and Surds Functions and Graphs	Trigonometry The Coordinate Plane Differentiation	All topics
Task Description		Question Bank Test	In-class Test	Final Examination
Outcomes		MA11-1, MA11-2, MA11-9	MA11-3, MA11-4, MA11-5, MA11-8, MA11-9	MA11-1 – MA11-9, MA-F1, MA-T1, MA-T2, MA-C1, MA-E1 MA-S1
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 9	Term 2 Week 8	Term 3 Week 9 & 10
Understanding, Fluency and Communication	50	15	15	20
Problem Solving, Reasoning & Justification	50	15	15	20
TOTAL	100	30	30	40

Year 11 Mathematics Extension 1 Assessment Program 2026

Subject Tasks		Task 1	Task 2	Task 3
Topic		Permutations and Combinations	Polynomials Inverse Functions	All topics
Task Description		Question Bank Test	In-class Test	Final Examination
Outcomes		ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1 – ME11-7, ME-F1, ME-F2, ME-T1, ME-T2, ME-A1, ME-C1
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 8	Term 2 Week 6	Term 3 Week 9 & 10
Understanding, Fluency and Communication	50	15	15	20
Problem Solving, Reasoning & Justification	50	15	15	20
TOTAL	100	30	30	40

Year 11 Mathematics Standard Assessment Program 2026

Subject Tasks		Task 1	Task 2	Task 3
Topic		Formulas and Equations Linear relationships Measurement and Energy	Income and Taxation Interest and Depreciation	All topics
Task Description		In-class Test	Investigation	Final Examination
Outcomes		MS11-1, MS11-2, MS11-3, MS11-6, MS11-9, MS11-10	MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MA11-1 – 10, MS-A1, MS-A2, MS-M1, MS-M2, MS-F1, MA-S1, MS-S2
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 7	Term 2 Week 9	Term 3 Week 9 & 10
Understanding, Fluency and Communication	50	15	15	20
Problem Solving, Reasoning and Justification	50	15	15	20
TOTAL	100	30	30	40

Year 11 Modern History Assessment Program 2026

Subject Tasks		Task 1	Task 2	Task 3
Topic		The Shaping of the Modern World	Historical Investigation	All topics including Case Studies
Task Description		Source Analysis	Research and Essay	Final Examination
Outcomes		MH11-1, MH11-5, MH11-6, MH11-9	MH11-4, MH11-7, MH11-8, MH11-9	MH11-1, M11-2, MH11-3, MH11-5, MH11-6, MH11-9, MH11-10
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9 & 10
Knowledge and understanding	40	15		25
Historical skills in the analysis and evaluation of sources and interpretations	20	10	5	5
Historical inquiry and research	20		15	5
Communication of historical understanding in appropriate forms	20	5	10	5
TOTAL	100	30	30	40

Year 11 Music 1 Assessment Program 2026

Subject Tasks		Task 1	Task 2	Task 3
Topic		Music for Large Ensembles	Music for Radio, Film, TV and Multimedia	Jazz
Task Description		Composition and Aural	Performance and Viva Voce	Performance and Aural
Outcomes		P3, P6, P7	P1, P4, P6	P1, P4, P5
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 9	Term 2 Week 7	Term 3 Week 9 & 10
Performance	25		10	15
Composition	25	25		
Musicology	25		25	
Aural	25	5		20
TOTAL		30	35	35

Year 11 Music 2 Assessment Program 2026

Subject Tasks		Task 1	Task 2	Task 3
Topic		Music 1600–1900	Music 1600–1900	Australian Music
Task Description		Musicology Essay & Composition	Performance (including sight singing), Aural	Performance, Musicology and Aural
Outcomes		P3, P4, P5, P7	P1, P5, P7	P1, P2, P6
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 9	Term 2 Week 7	Term 3 Week 9 & 10
Performance	25		15	10
Composition	25	25		
Musicology	25	10		15
Aural	25		15	10
TOTAL		35	30	35

Year 11 Physics Assessment Program 2026

Subject Tasks		Task 1	Task 2	Task 3
Topic		Module 1	Modules 2/3	All Topics
TaskDescription		Data Analysis	Depth Study	Final Examination
Outcomes		PH11-1-8	PH11-1-7,9,10	PH11-1-11
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 9	Term 2 Week 10	Term 3 Week 9 & 10
Skills in Working Scientifically	60	20	20	20
Knowledge and Understanding	40	10	10	20
TOTAL	100	30	30	40

Year 11 Society and Culture Assessment Program 2026

Subject Tasks		Task 1	Task 2	Task 3
Topic		Social and Cultural World	Personal and Social Identity	All Topics
TaskDescription		Stimulus-based task	Mini PIP	Final Examination
Outcomes		P1, P2, P3, P4, P5, P8, P10	P1, P2, P3, P5, P8, P10	P1, P2, P3, P5, P6, P7, P10
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 8	Term 2 Week 6	Term 3 Week 9 & 10
Knowledge and Understanding	50	15		35
Application and Evaluation of social and cultural research methods	30	10	20	
Communication of information, ideas and issues in appropriate forms	20	5	10	5
TOTAL	100	30	30	40

Year 11 Studies of Religion Assessment Program 2026

Subject Tasks		Task 1	Task 2	Task 3
Topic		Nature of Religion and Beliefs	Christianity	All Topics
Task Description		Stimulus-based task	Essay	Final Examination
Outcomes		P1, P2, P6, P8	P3, P4, P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 8	Term 2 Week 6	Term 3 Week 9 & 10
Knowledge and Understanding	40	5	15	20
Source-based skills	20	10		10
Investigation and research	20	10	10	
Communication of information, ideas and issues in appropriate forms	20	5	5	10
TOTAL	100	30	30	40

Year 11 Textiles and Design Assessment Program 2026

Subject Tasks		Task 1	Task 2	Task 3
Topic		Design	Properties and Performance of Textiles	Australian Textile, Clothing, Footwear and Allied Industries
Task Description		Portfolio	Textiles Project	Final Examination
Outcomes		P1.1, P2.1, P2.2, P2.3, P4.1	P1.2, P2.1, P2.2, P2.3, P3.1, P3.2, P4.1	P1.1, P1.2, P3.1, P3.2, P5.1, P5.2, P6.1
Syllabus Requirements	Weighting % (syllabus)	Term 2 Week 4	Term 2 Week 7	Term 3 Week 9 & 10
Knowledge and understanding of course content	50	10	10	30
Skills and knowledge in the design, manufacture and management of textiles projects	50	20	30	
TOTAL	100	30	40	30

Year 11 Visual Arts Assessment Program 2026

Subject Tasks		Task 1	Task 2	Task 3
Topic		Cutting Edge: Art as social commentary	Thinking big: Dimensions of space	Body language: Representation and re-representation
Task Description		Body of Work and Short Answer Response	Body of Work and Extended Response	Body of Work and Essay Response
Outcomes		P1, P2, P3, P4, P5, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10
Syllabus Requirements	Weighting % (syllabus)	Term 2 Week 1	Term 2 Week 10	Term 3 Week 7
Art Making	50	20	20	10
Art Criticism and Art History	50	10	15	25
TOTAL	100	30	35	35

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ORAN PARK
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(02) 4604 0000
60 Central Avenue Oran Park NSW 2570
opac.nsw.edu.au

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