



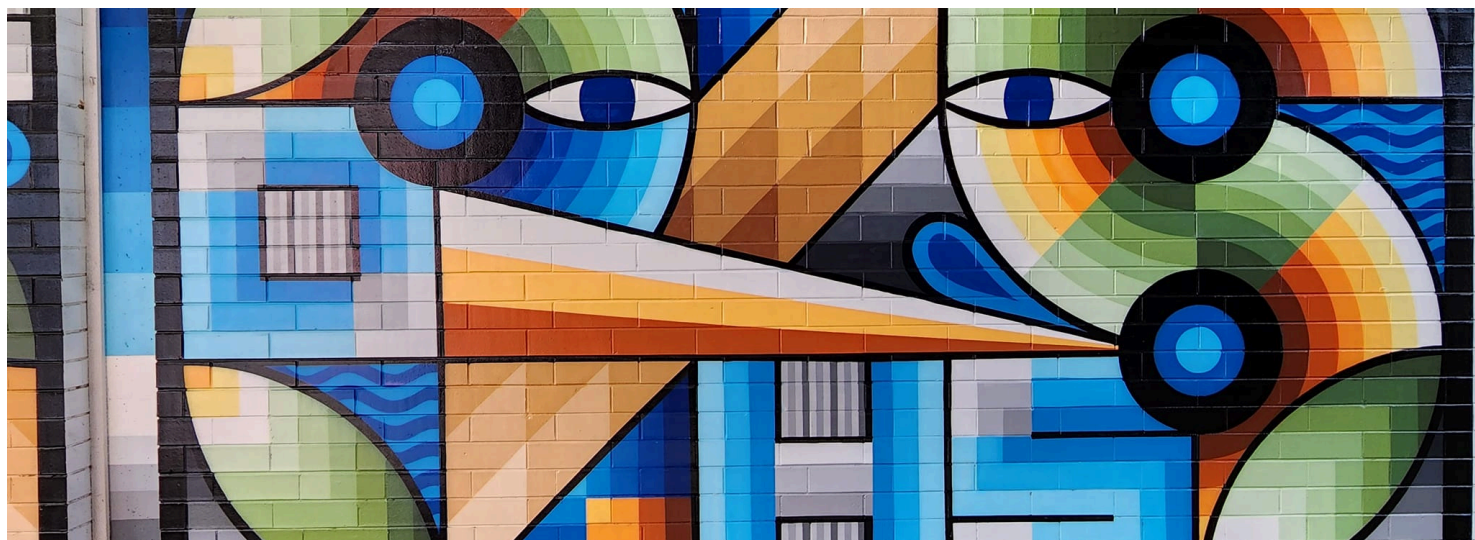
COLO HIGH SCHOOL

**ASSESSMENT  
BOOKLET  
2025**

*Junior*

**YEAR 10**

# YEAR 10



The Record of School Achievement is the credential available for students who leave school after completing Year 10, but before receiving their HSC.

To be awarded this Record of School Achievement (RoSA), students must have:

- a satisfactory record of effort and achievement in the subjects they have studied;
- a satisfactory record of attendance at school.

Failure to complete a course satisfactorily may result in an 'N' determination being issued and will impact on the achievement of the award of the RoSA.

The following is important information regarding RoSA requirements, grades and assessment schedules. Read this information carefully and take note of the assessment requirements for your Year 10 courses.

**Please note:** There will be no external tests conducted.

## REPORTING OF ROSA

Colo High School will award grades to students on the basis of their internal assessment program for all courses studied. The school, on the basis of course performance descriptors issued by the NSW Education Standards Authority (NESA), will award a student's grade. These grades indicate the student's level of achievement relative to the knowledge and skills objectives of the course.

There will be no predetermined proportion of students awarded each grade. The assessment tasks set by the school for each subject to be studied will be used to provide data to assist teachers determine which description best fits the level of achievement of each student at the end of the course. The final decisions are made in relation to the standard reached, not in relation to the performance relative to other students.

This credential:

- Provides an ongoing cumulative record for students
- Records grades for courses students complete in Year 10 and Year 11
- Reports results of moderated, school-based assessment
- Makes available optional, online literacy and numeracy testing for school leavers
- Provides opportunity for students to incorporate extra curricula achievements.

## SATISFACTORY COURSE COMPLETION

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

- Followed the course developed or endorsed by the NESA; and
- Applied themselves with sustained diligence and sustained effort to the set tasks and experiences provided in the course by the school: and
- Achieved some or all of the course outcomes.

## ASSESSMENT 2025

If a student's attendance falls below 85% of a school's programmed lesson time for a course, the Principal may determine that, as a result of absence, the above course completion criteria may not be met.

Students who do not comply with the above requirements will receive an 'N' determination warning letter outlining the areas causing concern. If the student does not address the areas satisfactorily, he/she can expect to receive an 'N' determination for the course.

### NESA Course Performance Descriptors

The general performance descriptors describe performance at each of five grade levels:

GRADE	GENERAL PERFORMANCE DESCRIPTORS
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Specific information for ALL subject performance descriptors can be found at <https://arc.nesa.nsw.edu.au/go/sc/sc-grading/cpds/>





## STUDENT RESPONSIBILITIES

Students are responsible for:

1. Showing that through effort and achievement they have met all the requirements of the courses they are studying
2. Attending school regularly
3. Participating in all lessons demonstrating they are committed to learning
4. Checking with their teachers as soon as possible after an absence to find out what work needs to be completed
5. Completing each assessment task to the best of their ability
6. Submitting all assessment tasks for marking by the due date
7. Making sure that any questions they have about marks, grades or comments awarded for an individual piece of work are resolved at the time the work is handed back.

## NOTICE OF ASSESSMENT TASKS

Each course will provide students with notification of assessment tasks.

## STUDENT ABSENCE AND LATE SUBMISSION OF ASSESSMENT TASKS

1. Students are responsible for finding out what work was completed, issued or set if they are absent from class.
2. Students who have not submitted assessment tasks by the due date without a satisfactory explanation, e.g. a doctor's certificate, will receive an 'N' determination warning letter which is to be returned, signed by parents/caregivers, to the faculty Head Teacher the following day.
3. In cases of prolonged absence covered by a doctor's certificate or other certified documents, the teacher may set a substitute assessment task.
4. Late assessment tasks may result in zero marks, except in cases of documented absences (see 2 and 3). N.B. The final decision is at the discretion of the Head Teacher of the faculty.
5. All assessment tasks must be handed in for students to satisfactorily complete the course.

## NON-COMPLETION OF ASSESSMENT TASKS

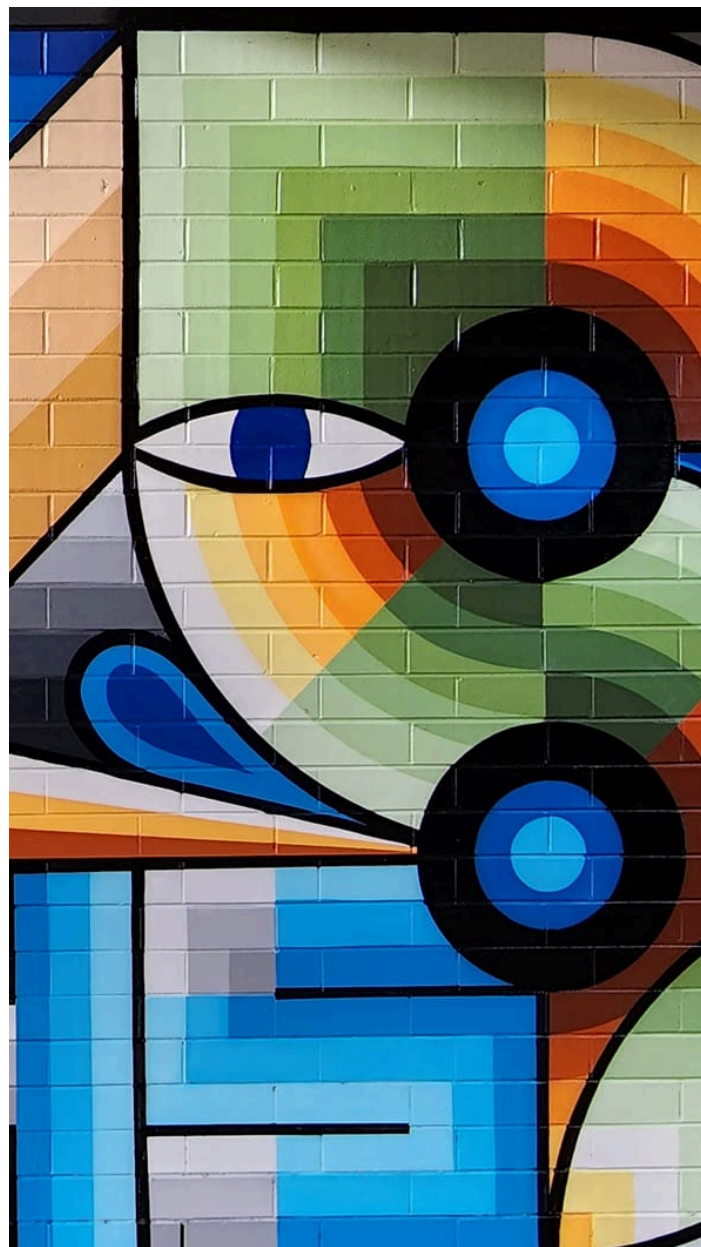
Students who have still not submitted assessment tasks after seven (7) days will receive a second 'N' determination warning letter. A continuation of this

situation could result in an 'N' determination being recommended to NESA (NSW Education Standards Authority) for that course.

When the 'N' determination is made, that course will be deleted from the students Record of School Achievement. This may also mean that the student has not satisfied the minimum pattern of courses required for the award.

## CONCERNS ABOUT STUDENT PROGRESS

Parents/caregivers who are concerned about their child's progress are encouraged to contact the Year 10 Year Adviser Mr M Grigg, or the relevant Head Teacher to arrange an interview where matters of concern can be discussed and appropriate action be taken.



## ASSESSMENT OUTLINES

### CORE SUBJECTS

# ENGLISH

#### COURSE DESCRIPTION:

In Year 10 English, students will build on their understanding of how texts are shaped to create meaning. They will explore the relationships between texts and learn to explain the reason behind stylistic choices. Students will develop their opinions with support and engage in producing texts of increasing complexity. They will read, listen, and view, to increasingly further their communication capabilities.

#### TYPES OF CLASS ASSESSMENT:

Planning, reflection, critical writing skills, application of reading strategies, creative representation, listening, communication, selecting appropriate evidence, explaining, justifying

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1	WEEK 7	Creative Writing with Reflection	EN5-ECA-01 EN5-ECB-01 EN5-RVL-01	25%
2	WEEK 3-4 (exam)	Representations of War	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-URC-01	25%
3	WEEK 8	Extended Response to Text	EN5-RVL-01 EN5-URA-01 EN5-URB-01	25%
4	WEEK 3	Persuasive Speech – Crime Fiction Review	EN5-RVL-01 EN5-URA-01 EN5-URB-01	25%

ASSESSMENT OUTLINES  
CORE SUBJECTS

# MATHEMATICS

## COURSE DESCRIPTION: NEW SYLLABUS

Students will embark on the NEW 7 - 10 Core and Paths Syllabus journey.

The Core-Paths structure is designed to encourage aspiration in students and provide the flexibility needed to enable teachers to create pathways for students to meet their varying needs. The structure is intended to extend students as far along the continuum of learning as possible and provide solid foundations for the highest levels of student achievement, while also catering to those that find Mathematics challenging.

Each class will engage with the Core aspects of Stage 4, with the option of extension into Stage 5 related content for those classes that master the Core concepts.

A fundamental aspect of the course is the fostering of a student's ability to work Mathematically and will form a part of the assessment structure for this course. This includes:

- exploring and connecting mathematical concepts
- choosing and applying mathematical techniques to solve problems
- communicating their thinking and reasoning coherently and clearly

In conjunction with the four (4) formal assessments, students will complete a portfolio of work over the year. This will include a variety of activities, such as Exit Tickets, quizzes and samples of work, etc.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1	WEEK 10	Formative Assessment	All content covered in class up to this task.	0%
2	WEEKS 3-4	Half Yearly Examination	All content covered in class up to this assessment.	25%
3	WEEKS 3-4	Term 3 Assessment	Content covered after the Half Yearly Examination	20%
4	WEEKS 3-4	Yearly Examination	All content from the year with a focus on new content since Term 3 Assessment	35%
OVERARCHING	All year - Due after the Yearly Examination	Portfolio	Work samples, including topic summaries, exit tickets and other work.	20%

# SCIENCE

## COURSE OVERVIEW:

Students who follow a mainstream science program will study the following units:

1. Working scientifically
2. Atoms and energy
3. Exploring the universe
4. Life on earth
5. Force and Motion
- 1.6. Control and coordination

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1	WEEK 10	Student research project	<p>Individually develops a hypothesis, plans, and undertakes a first-hand investigation.</p> <p>Uses appropriate scientific diagrams, text, tables, and graphs to construct an experimental report of a first-hand investigation.</p>	20%
2	WEEK 1	Semester 1 Test	<p>Processes, analyses, and evaluates data to make evidence-based conclusions.</p> <p>Applies models, theories, and laws to explain matter and to discuss the importance of chemical reactions.</p>	30%
3	WEEK 4	Depth Study	<p>Investigates and applies information from a wide variety of secondary sources to research an individually chosen science topic.</p>	20%

ASSESSMENT OUTLINES  
CORE SUBJECTS

## SCIENCE CONT'D

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
			Uses appropriate Scientific diagrams, text, tables, and graphs to construct a presentation using second-hand information	
4	1	Semester 2 Examination	<p>Describes changing ideas about the universe to illustrate how models, theories and laws are refined overtime by the scientific community.</p> <p>Describes and interprets historical information relating to life on Earth.</p> <p>Applies theory and numerical procedures to problems involving forces and motion.</p>	30%

**Note:** All students will undertake the following assessment tasks where the NESA Standard Referencing will be used to award grades.



ASSESSMENT OUTLINES  
CORE SUBJECTS

# GEOGRAPHY

## COURSE DESCRIPTION:

By the end of Stage 5, students explain geographical processes that change features and characteristics of places and environments over and across scales and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria.

Students undertake geographical inquiry to extend knowledge and understanding, and make generalisations and inferences about people, places and environments through the collection, analysis and evaluation of primary data and secondary information. They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students propose solutions, and make take action to address contemporary geographical challenges, taking into account alternative points of view and predicted outcomes. Students participate in relevant fieldwork to collect primary data and enhance their personal capabilities and workplace skills.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1	WEEK 9	AT1 – In Class Research: Changing Places Megacities Report: Scaffold response	GE5-2 GE5-3 GE5-4 GE5-6	25%
2	WEEK 3-4	AT2 – Skills Test Exam in Hall during Assessment Period	GE5-7	25%
3	WEEK 7	AT3 – Environmental Change and Management – In Class Examination	GE5-1 GE5-2 GE5-5	25%
4	WEEK 2-3	AT4 – End of Year Examination	GE5-1 GE5-4 GE5-7 GE5-8	25%

# HISTORY

## COURSE DESCRIPTION:

Australia and the Modern World

Course Overview: In Year 10, students investigate Australia's place and role in the post WW2 world. Firstly, as the ally of the USA in its attempt to restrain the spread of Communism, especially in Asia, then as a maturing, nation attempting to deal with its own domestic issues such as Indigenous and Non-Indigenous relations, the rise of people power and then the two-way-street of the impact of popular culture on music, sport, fashion.

Topic 1: The Vietnam War Era (1949-1975)

Topic 2: Rights and Freedoms (1945 to the Present)

Topic 3: Popular Culture (1945 to the Present)

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
2	WEEK 3-4	Vietnam War Era Examination	HT 5.1 HT 5.2 HT 5.4 HT 5.9 HT 5.10	30%
3	WEEK 3	Stolen Generation Source Analysis and Extended response	HT 5.4 HT 5.5 HT 5.7 HT 5.9	35%
4	WEEK 3-4	Popular Culture ICT Presentation	HT 5.1 HT 5.2 HT 5.5 HT 5.6	35%

ASSESSMENT OUTLINES  
CORE SUBJECTS

# PDHPE

## COURSE DESCRIPTION:

PDHPE focuses on the development of the individual. It provides opportunities for students to gain knowledge, skills and understanding and to development values and attitudes towards the achievement of a healthy and productive lifestyle. It has a theory and practical component.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1	WEEKS 4-8	Practical dance performance	PD5-4 PD5-5	15%
	WEEK 11	Safer Celebrations – Road Safety (Assessment)	PD5-6 PD5-7	20%
2	WEEK 8	Mental Health (Classwork)	PD5-1 PD5-6	5%
	ONGOING	Athletics Cross Country	PD5-4 PD5-5 PD5-7 PD5-11	10%
3	WEEK 1-7	Adversity and challenges	PD5-1 PD5-2 PD5-11 PD5-15	25%
	ONGOING	Invasion games	PD5-4 PD5-5 PD5-7 PD5-11	15%
4	ONGOING	Net court games	PD5-4 PD5-5 PD5-7 PD5-11	10%

**Note:** Weightings are used for each assessment mark and are converted into a grade using the Stage 5 course performance descriptors created by NESA. These grades are then linked to Stage 5 Junior PDHPE outcomes used in reports.

# AGRICULTURE TECHNOLOGY

## COURSE DESCRIPTION:

Students in Year 10 will study a number of animal and plant enterprises. Students will explore the industry structure and will be actively involved in all stages of animal husbandry and plant production.

Practical work forms a large part of the course. Students will develop skills they can use both in future vocations and leisure time. We aim to foster an appreciation of the agriculture industries and the importance in our lives.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1	WEEK 8	Task 1 – Poultry Growth Trial	AG5-10 AG5-11 AG5-12 AG5-14	25%
2	WEEK 9	Task 2 – Beef Research Task and Open Book test	AG5-5 AG5-7 AG5-12	25%
3	WEEK 9	Task 3 – Salinity Model	AG5-1 AG5-2 AG5-6 AG5-8 AG5-9	25%
4	WEEK 5	Task 4 – Yearly Exam	AG5-2 AG5-3 AG5-5 AG5-6 AG5-7 AG5-9 AG5-10 AG5-11 AG5-12	25%

# CHILD STUDIES

## COURSE DESCRIPTION:

The aim of the Child Studies Course is to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years in a range of settings.

Learning in Child Studies promotes in students a sense of empathy for children, their parents, caregivers, and those that have the potential to influence the learning environments.

Practical activities will be integrated throughout the course to allow students to implement their learning and develop skills and values that can be of benefit in possible future careers – in both paid and unpaid contexts.

The following modules will be covered in Year 10:

### Semester 1:

- Health and Safety in Childhood
- Media and Technology in Childhood
- Food and Nutrition in Childhood

### Semester 2:

- The Diverse Needs of Children
- Children and Culture / Aboriginal Cultures and Childhood
- Childcare Services and Career Opportunities

TERM	WEEK	DESCRIPTION	WEIGHTING
1	WEEK 9	<b>Health and Safety:</b> Information and Statistic Research and Multimedia Campaign	30%
3	WEEK 7	<b>Children and Culture / Diverse Needs of Children</b> Cultural Research and Analysis PowerPoint Presentation (in pairs or small groups with literacy focus)	30%
4	WEEK 2	Accumulative Practical Marks (ongoing)	20%
4	2	<b>Yearly Exam:</b> Multiple choice, short response and extended response on contemporary issue	20%



# DRAMA

## COURSE DESCRIPTION:

This course aims to build upon the key components of Drama begun in Year 9 as well as developing student's understanding and experience of live theatre and the elements of production.

Key components:

- a) Improvisation, play building and acting
- b) Theatre reviews, research, script writing and design

TERM	WEEK	DESCRIPTION	WEIGHTING
1	WEEK 8	Theatrical Traditions and Performance Styles - Performance	15%
2	WEEK 8	Scripted Drama - Individual character performance Log book record	20% 10%
3	WEEK 8	Theatre Research Assignment Design Project	15% 20%
4	WEEK 8	Group play building performance and log book	20%

# FOOD TECHNOLOGY

## COURSE DESCRIPTION:

The aim of the Food Technology course is to develop in students the knowledge, understanding and skills diet and nutrition and food Preparation.

Students will engage in theoretical study and practical skills of one focus area per 13 weeks:

- Term 1: Week 1 – Term 2: Week 3 Food in Australia (Topic 1)
- Term 2: Week 4 – Term 3: Week 7 Food for Special Needs (Topic 2)
- Term 3: Week 8 – Term 4: Week 10 Food Service and Catering (Topic 3)

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
2	WEEK 4	Research Task 1: Informative Flyer for a Specific Special Need and practical component	FT5-1 FT5-2 FT5-3 FT5-4 FT5-5 FT5-6 FT5-7 FT5-8 FT5-9 FT5-10 FT5-11 FT5-12. FT5-13	30%
3	WEEK 9	Research Task 2: “Funtiki” – PowerPoint presentation on chosen cultural groups food and practical component	FT5-1 FT5-2 FT5-3 FT5-4 FT5-5 FT5-6 FT5-7 FT5-8 FT5-9 FT5-10 FT5-11 FT5-12 FT5-13	30%
4	WEEK 3	Yearly Examination	FT5-3 FT5-4 FT5-6 FT5-7 FT5-9 FT5-12 FT5-13	20%
ONGOING PRACTICAL COMPONENT			FT5-1 FT5-2 FT5-5 FT5-10 FT5-11	20%

# GREAT MYSTERIES OF HISTORY

– Elective History

## COURSE DESCRIPTION:

Course Overview: This course focuses on intensive skill development. Students will use selected case studies to enhance their critical thinking strategies, presentation modalities, analytical and problem solving skills through detailed examination of topics related to: the establishment and maintenance of power and control in both ancient and modern societies, assess the impact of emerging technologies for combatting forces and groups whose goals are to disrupt the functioning of nation-states, and also be able to use sociological and anthropological theories in order to deconstruct established cultural, traditions and folklore.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1	WEEK 7	Task 1 – Skills and source analyses in class	HTE 5.1 HTE 5.2 HTE 5.3 HTE 5.4 HTE 5.6 HTE 5.7	20%
2	WEEK 9	Task 2 Research Paired Report and Presentation submission	HTE 5-1 HTE 5.3 HTE 5.4 HTE 5.8	25%
3	WEEK 8	Task 3 Museum Display Presentation - Group of 3-4	HTE 5.2 HTE 5.6 HTE 5.10	25%
4	WEEK 3-4	Task 4 Yearly Exam in class	HTE 5.1 HTE 5.2 HTE 5.3 HTE 5.4 HTE 5.6 HTE 5.7	30%

# INDUSTRIAL TECHNOLOGY

– Building and Construction

## COURSE DESCRIPTION:

Students will cultivate practical and collaborative skills while exploring the tools, materials, and processes of the construction industry through hands-on projects. They will delve into the manufacturing process, encompassing design, setting out, cutting out, shaping, joining, and finishing, establishing a strong connection to the building and construction field.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
2	WEEK 2	Dog house and Minor Project Design Realisation	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-7 IND5-8 IND5-9 IND5-10	30%
3	WEEK 2	Minor Project Design Research and Planning (Practical/Folio)	IND5-1 IND5-2 IND5-3 IND5-8 IND5-10	30%
4	WEEK 6	Minor Project Design Production and Evaluation (Practical/Folio)	IND5-4 IND5-5 IND5-6 IND5-7 IND5-9	40%

# INDUSTRIAL TECHNOLOGY

– Metals

## COURSE DESCRIPTION:

Students will cultivate practical and collaborative skills while exploring the tools, materials, and processes of the construction industry through hands-on projects. They will delve into the manufacturing process, encompassing design, setting out, cutting out, shaping, joining, and finishing, establishing a strong connection to the building and construction field.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
2	WEEK 2	F Clamp and Minor Project Design Realisation	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-7 IND5-8 IND5-9 IND5-10	30%
3	WEEK 2	Minor Project Design Research and Planning (Practical/Folio)	IND5-1 IND5-2 IND5-3 IND5-8 IND5-10	30%
4	WEEK 6	Minor Project Design Production and Evaluation (Practical/Folio)	IND5-4 IND5-5 IND5-6 IND5-7 IND5-9	40%



# INDUSTRIAL TECHNOLOGY

– Timber

## COURSE DESCRIPTION:

Students will cultivate practical and collaborative skills while exploring the tools, materials, and processes of the construction industry through hands-on projects. They will delve into the manufacturing process, encompassing design, setting out, cutting out, shaping, joining, and finishing, establishing a strong connection to the building and construction field.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
2	WEEK 2	Footstool and Minor Project Design Realisation	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-7 IND5-8 IND5-9 IND5-10	30%
3	WEEK 2	Minor Project Design Research and Planning (Practical/Folio)	IND5-1 IND5-2 IND5-3 IND5-8 IND5-10	30%
4	WEEK 6	Minor Project Design Production and Evaluation (Practical/Folio)	IND5-4 IND5-5 IND5-6 IND5-7 IND5-9	40%

# INFORMATION AND SOFTWARE TECHNOLOGY

## COURSE DESCRIPTION:

The study of Information and Software Technology aims to develop the knowledge, understanding and skills to solve problems in real life contexts. By yourself and learning with others, you will engage in processes of analysing, designing, producing, testing, documenting, implementing and evaluating information and software technology-based solutions. Creative, critical and meta-cognitive thinking skills will developed through practical involvement in projects. Core knowledge of IST aims to provide specialised knowledge of past, current and emerging technologies, data, hardware, software and people involved in the field of information and software technology. The course will also cover legal, ethical, social and industrial issues.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1	WEEK 10	Production Process and computer application techniques.	5.2.1 5.2.3 5.3.1 5.5.1 5.5.2 5.5.3	20%
2	WEEK 10	Computer usage in Industry	5.1.2 5.2.2 5.2.3 5.3.2 5.5.1	25%
3	WEEK 7	Databases, Simulation and Modelling	5.1.1 5.2.2 5.2.3 5.5.1 5.5.2	25%
4	WEEK 6	Yearly Exam	5.1.1 5.1.2 5.2.1 5.3.1 5.3.2 5.4.1 5.5.3	30%

# JAPANESE

## COURSE DESCRIPTION:

Students experience opportunities to communicate in Japanese through listening, reading, speaking and writing. Topics include food, school, daily activities, shopping, weather and future plans.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1	WEEK 7	Speaking Task	LJA5-5U	10%
2	WEEK 4	Half-yearly Examination Reading, Listening, Writing	LJA5-3C LJA5-4C	30%
		Speaking Task	LJA5-5U	10%
4	WEEK 5	Yearly Examination  Reading, Listening, Writing	LJA5-3C LJA5-4C  LJA5-5U	50%

# MUSIC

## COURSE DESCRIPTION:

In this course students will study the concepts of music within the context of a range of styles, periods and genres. The students will learn through the experiences of performing, composing and listening.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
2	WEEK 9	Performance Task	<p><b>5.7</b> demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts</p> <p><b>5.8</b> demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study</p>	35%
3	WEEK 8	Composition task	<p><b>5.4</b> demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study</p> <p><b>5.6</b> uses different forms of technology in the composition process</p>	35%
4	WEEK 4	Listening Theory Task	<p><b>5.1</b> performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts</p> <p><b>5.3</b> performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness</p>	30%

# PHYSICAL ACTIVITY AND SPORT STUDIES

## COURSE DESCRIPTION:

Physical Activity and Sport Studies incorporates a wide range of physical activities, including recreational, leisure and adventure pursuits. Competitive and non-competitive games, fitness activities and sports.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1	WEEK 1-10	Accumulated Practical Mark	PASS5-5 PASS5-6 PASS5-7 PASS5-8 PASS5-9	10%
	WEEK 10	Technology in Sport	PASS5-9 PASS5-7 PASS5-10	15%
2	WEEK 1-9	Accumulated Practical Mark	PASS5-5 PASS5-6 PASS5-7 PASS5-8 PASS5-9	10%
		Lifelong Fitness and Nutrition	PASS5-1 PASS5-2 PASS5-3 PASS5-5 PASS5-8 PASS5-9	15%
3	WEEK 1-10	Accumulated Practical Mark	PASS5-5 PASS5-6 PASS5-7 PASS5-8 PASS5-9	10%
	WEEK 10	Australian Sporting Identity (Research Task)	PASS5-6 PASS5-7 PASS5-10	15%
4	Weeks 1-10	Accumulated Practical Mark	PASS5-5 PASS5-6 PASS5-7 PASS5-8 PASS5-9	10%
	Week 3	Yearly Examination		15%



# VISUAL ARTS

## COURSE DESCRIPTION:

Students will be introduced to a wide variety of artists, artworks, styles of art, new and traditional ways of exploring art materials through their artmaking and the study of art. Students will be evaluated on practical tasks, homework, research, documentation in their Visual Diaries and the presentation of work for showcase

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
2	WEEK 2	Body of Work and Process Diary	<b>5.1</b> develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks.	40%
3	Week 3	Case Study - research task	<b>5.4</b> investigates the world as a source of ideas, concepts, and subject matter. <b>5.10</b> demonstrates how art criticism and art history construct meanings	20%
4	WEEK 2	Body of Work and Process Diary	<b>5.2</b> makes artworks informed by their understanding of the function of and relationships of the world around them. <b>5.6</b> demonstrates developing technical accomplishment and refinement in making artworks	40%

**APPLICATION FOR SPECIAL CONSIDERATION FOR  
ACCIDENT / MISADVENTURE / ILLNESS / SPECIAL CIRCUMSTANCES**

**STUDENT NAME:** \_\_\_\_\_ **CLASS:** \_\_\_\_\_

**SUBJECT / COURSE:** \_\_\_\_\_ **TASK:** \_\_\_\_\_

**DUE DATE:** \_\_\_\_\_ **DATE OF ACTUAL SUBMISSION:** \_\_\_\_\_

**Student Statement:** (to be completed by the student).

My appeal is being lodged for the following reason(s):

- ☐ **illness / misadventure**
- ☐ **the awarding of zero**
- ☐ **final assessment mark**

I did not complete / submit the indicated above on the due date for the following reason(s):

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Signature of student: \_\_\_\_\_ Date: \_\_\_\_\_

**Subject Teacher Statement:**

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Signature of teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**Attach supporting documentation (e.g. medical certificate) to this sheet and return it to the  
Head Teacher of the subject.**

**Head Teacher Comment (optional):**

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**Action taken by Head Teacher:**

- |  |   |
|--|---|
| <input type="checkbox"/> <b>Non-attempt, zero awarded, U award</b>     | <input type="checkbox"/> <b>Late submission. zero awarded</b> |
| <input type="checkbox"/> <b>Re-sit</b>                                 | <input type="checkbox"/> <b>Estimate to be given</b>          |
| <input type="checkbox"/> <b>Extension of time granted until:</b> _____ |   |
| <input type="checkbox"/> <b>Other:</b> _____                           |   |

Signature of teacher: \_\_\_\_\_ Date: \_\_\_\_\_

# COLO HIGH SCHOOL

218 BELLS LINE OF ROAD  
NORTH RICHMOND, NSW 2754

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