



COLO HIGH SCHOOL

**ASSESSMENT
BOOKLET
2025**

Junior

YEAR 7

ASSESSMENT 2025

YEAR 7



The Assessment Booklet helps students and parents plan assessments throughout the year so students can achieve the highest possible outcomes.

This Assessment Booklet outlines how Year 7 students will be assessed in all Year 7 subjects. Each subject page outlines the Assessment Tasks and the outcomes that will be assessed. Approximate times have also been included, but these could vary slightly depending on the school calendar.

The NSW Education Standards Authority (NESA) provides the syllabus for all subjects from Kindergarten to Year 12. The syllabus for Year 7 (Stage 4) contributes toward a Record of School Achievement (RoSA). For students to be eligible for a RoSA the students must demonstrate to the Principal that they have:

- a)** Followed the course developed or endorsed by the NESA
- b)** Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course set by the school and
- c)** Achieved some or all of the course outcomes. If a student puts in their best effort and completes all tasks during the year, they will be meeting NESA requirements.

ABOUT THE ASSESSMENT TASKS

Students will be given at least two weeks' notice for all Assessment Tasks. It is the student's responsibility to be aware of upcoming Assessment Tasks and in the case of absence from school should check with their teacher on return about any Assessment Tasks that may have been issued.

All Assessment Tasks given to students will include the due date (and in some cases the period), the outcomes being assessed, a clear description of what the student is asked to do and guidelines about how the task will be marked.

Students will experience a variety of tasks during the year. Some will be completed in class while others may be set as homework. Students must complete and submit tasks within the allocated time/date notified within the task.

Students must ensure that any devices and/or software used in completing an assessment task are operable and accessible on standard school equipment. It is the student's responsibility to check this before submission. It is essential that all work submitted for marking is the

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student's own work. Work copied from another student, or a reference text or website (plagiarism) will not be accepted as the student's own work and zero marks will be awarded.

Students must complete and submit tasks within the allocated time/date notified within the task.

COMPLETING ASSESSMENT TASKS

The school and NESA expect all students to attempt all assessment tasks. If a student is having difficulty completing a task, they should ask for assistance from their class teacher or through Learning Support.

When an assessment task is handed in late, or not handed in at all, without the completion of an Illness and Misadventure form with required evidence, a zero mark will be recorded. A letter will be sent home advising that the task has not been submitted, with clear requirements of actions required by the student. Failure to satisfactorily complete assessment tasks and coursework places the student in danger of not satisfying subject requirements for the ROSA.

NON-SERIOUS ATTEMPTS

Tasks completed or submitted in a course that are, in the professional judgment of a teacher, not meeting even a basic/elementary level of achievement of the course outcomes or show a non-genuine attempt can be regarded as a non-serious attempt and registered as a zero '0' mark. Students who make a non-serious attempt will be required to re-do/complete the task to a standard that meets the course outcomes as required by NESA. However, the mark awarded for the task's resubmission will not be included in the final assessment mark.

IN CLASS TASKS

Students must bring all the necessary equipment required for the completion of an in-class task. This may include charged devices, calculators, pens, rulers, PPE and other course specific requirements.

Formal in-class tasks will operate under standardised examination procedures. This includes silent work, no pencil cases on the desk, no mobile phones or other

communication devices. Students must arrive on time for all class tasks. They are also required to remain for the full allocated duration of the task.

LATE SUBMISSION OF ASSESSMENT TASKS

The due date for each assessment task will be established in advance and communicated to students. The submission time and date for each hand in task will be notified in the subject's Google Classroom. Tasks submitted after this time / date will receive a mark of zero, unless an Illness and Misadventure form have been completed and approved.

STUDENTS INVOLVED IN SCHOOL-BASED ACTIVITIES

Students involved in school-based activities such as representative sport, work placement etc., must contact the relevant head teacher prior to the due date if special consideration or alternative arrangements are required. Students must complete a Application for Special Consideration form. Notice of foreseeable absences must be brought to the attention of subject Head Teacher prior to the assessment task due date, who will advise the student on their options. It is the students' responsibility to plan around foreseeable absences.

ORGANISING ASSESSMENT TASKS

STUDENT RESPONSIBILITIES

It is the student's responsibility to:

- complete all assigned work to the best of their ability;
- ensure they understand the task requirements and ask questions of the teacher in a timely manner, if unsure;
- ensure they have recorded their task due dates in their personal diaries/calendars;
- ensure that any questions about marks, grades or comments awarded for an individual piece of work are resolved at the time the work is handed back utilising the school's appeal processes;
- demonstrate, through effort and achievement, that they have met the requirements of the course.

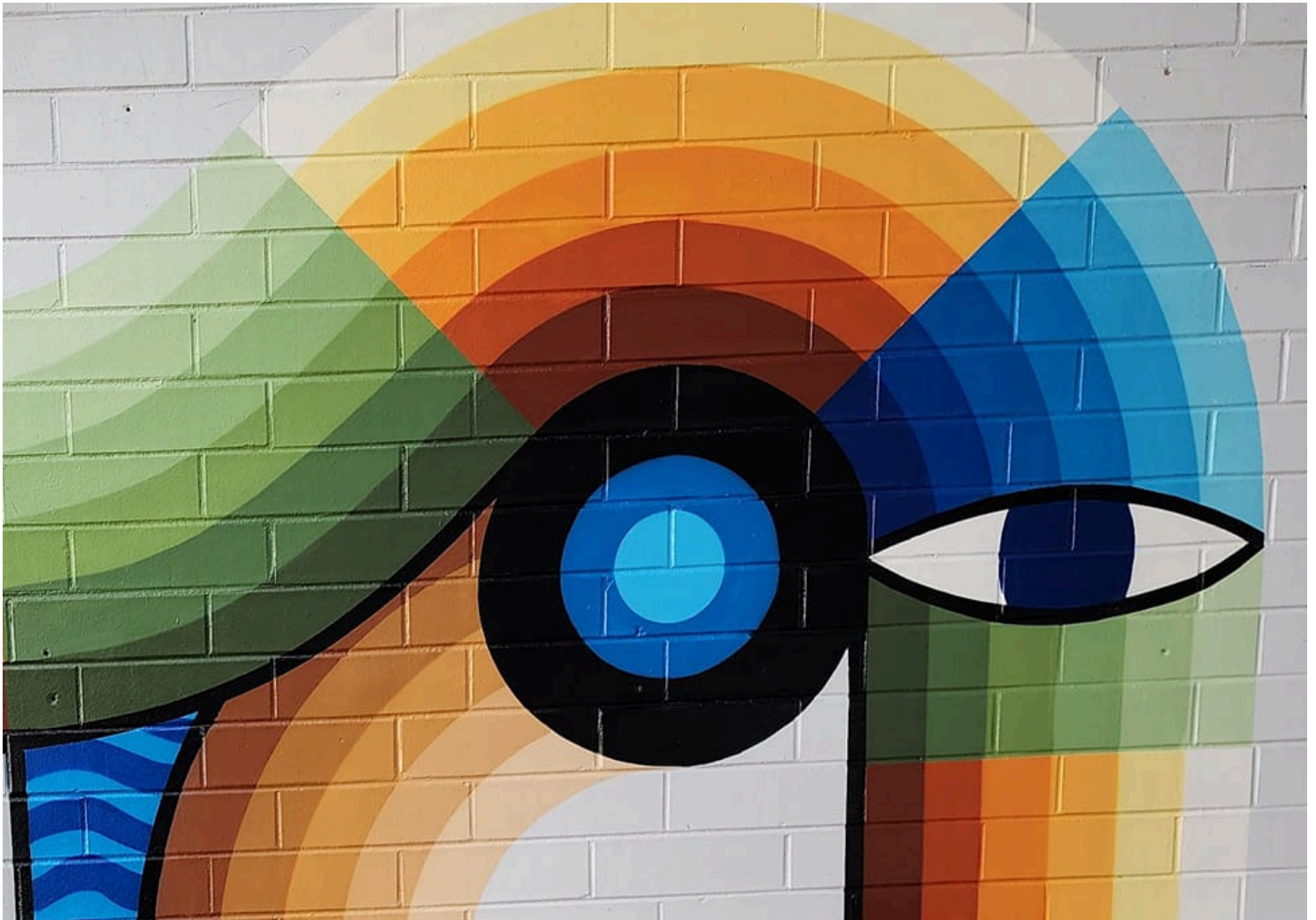
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TEACHER RESPONSIBILITIES

- It is the teacher's responsibility to:
- notify the task in the Google Classroom with clear submission dates/times;
- outline in a formal lesson, at least two weeks prior to the task the submission date, and provide a copy of the task expectations and assessment criteria;
- liaise with the learning support plan for specific students;
- address any questions regarding the task to all students;
- provide feedback to the class and individual students in a formal lesson;
- record all marks centrally;
- scan / save student work samples before returning tasks to student.

YEAR 7 SUBJECTS

- English
- Mathematics
- Science
- Geography
- History
- PD/H/PE
- Music
- Technology Mandatory – I'm Hungry, Let's Grow It
- Technology Mandatory – STEMgineering
- Languages other than English (LOTE)



**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):

Signature of student: _____ Date: _____

Subject Teacher Statement:

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):

Action taken by Head Teacher:

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

Signature of Head Teacher: _____ Date: _____

ASSESSMENT TASK SCENARIOS

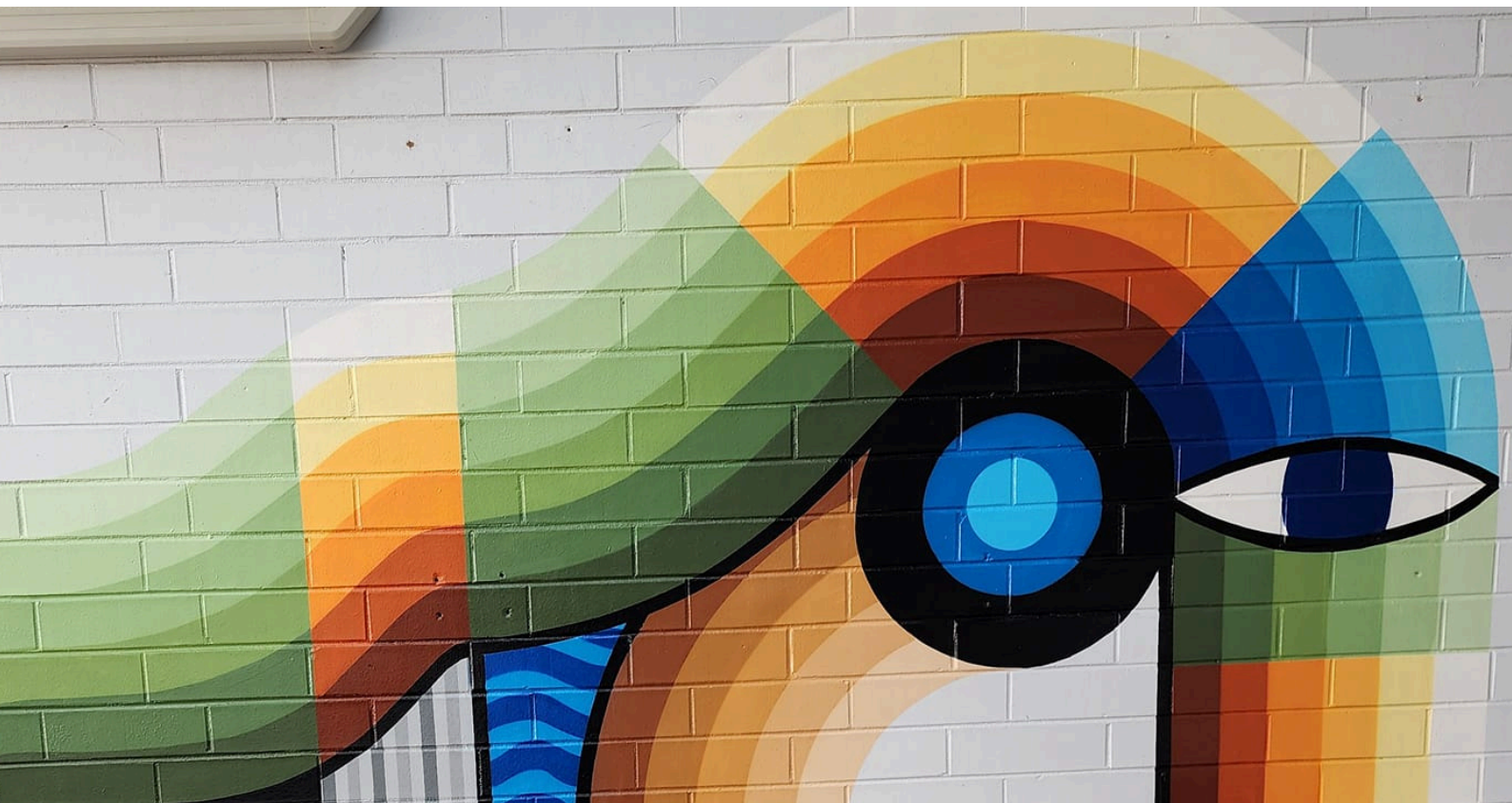
SCENARIO	ACTION	FOLLOW-UP
You are absent on day a task is held due to illness e.g. examination, practical assessment, oral assessment.	<ul style="list-style-type: none"> Parent or caregiver should phone or contact the school to notify the teacher/head teacher of the illness. <i>This must be done on the day of the task.</i> To verify the seriousness of the illness, you will require a medical certificate. 	<ul style="list-style-type: none"> Upon the first day of return to school you are to collect an Illness/Misadventure Appeal Form from the faculty head teacher. Within 48 Hours you will need to complete the Illness/Misadventure Appeal Form and submit it to the subject head Teacher, with supporting evidence. After the Head Teacher considers your appeal, you will be notified as to arrangements for the task.
You are absent on day a task is to be submitted.	<ul style="list-style-type: none"> Parent or caregiver should phone or contact the school to make arrangements with the teacher/head teacher for submission of the task. <i>This must be done on the day of the task.</i> 	<ul style="list-style-type: none"> The task needs to be delivered to the school on (or before) the due date.
You become aware of an upcoming absence on the day of a scheduled task.	<ul style="list-style-type: none"> You are to notify class teacher as early as possible. Written notification of an explanation for the absence including parent's signature is required. <i>Note: You should avoid medical appointments, family holidays that conflict with published assessment items.</i> 	<ul style="list-style-type: none"> Class teacher and head teacher will make suitable arrangements with you.
You fail to submit an assessment task at the appropriate time.	<ul style="list-style-type: none"> Every assessment task is designed to assist your understanding of the course. It is important that you complete, to a satisfactory standard, all assessment tasks 	<ul style="list-style-type: none"> Class teacher will notify the head teacher. Late tasks will receive a mark of zero, unless illness and misadventure processes have been completed and approved. You must still submit task to satisfy NESA requirements.

ASSESSMENT TASK SCENARIOS

SCENARIO	ACTION	FOLLOW-UP
You arrive at school to become aware you have accidentally left your task or equipment required to complete a task at home.	<ul style="list-style-type: none"> You are to notify teacher/head teacher immediately. Provision may be made for you to return home or parents contacted. 	<ul style="list-style-type: none"> If you follow all procedures promptly, no penalty will be incurred, as long as you return in time to complete the set task.
You experience technical difficulties in publication of task.	<ul style="list-style-type: none"> Always back up work on a computer disk. Keep draft copies of all work. 	<ul style="list-style-type: none"> No provision can be made for computer problems. You submit handwritten copy and any available draft copies.
You are experiencing difficulty in completing a research task.	<ul style="list-style-type: none"> You must discuss any difficulties with your class teacher well before the due date. Written application for extension may be made to the teacher/head teacher. The Appeals Committee will consider this. This must be submitted at least THREE days prior to due date. 	<ul style="list-style-type: none"> You will be advised if you have been granted an extension. If an extension is granted, you must submit the task by the new due date.
You submit work which is not your own.	<ul style="list-style-type: none"> All materials used in research must be appropriately referenced (including Internet). 	<ul style="list-style-type: none"> Using the work of others and presenting it as your own is a serious offence. The consequence will be zero marks awarded for the task, parents will be notified, and an interview organised with the deputy principal.
You complete task of poor quality.	<ul style="list-style-type: none"> Every assessment task is designed to assist your understanding of the course. It is important that you complete, to a satisfactory standard, all assessment tasks. 	<ul style="list-style-type: none"> Your teacher/head teacher will notify you and your parents/caregivers that a non-serious attempt was made for the task. You will need to resubmit the task at an appropriate standard to satisfy NESA requirements. The marks awarded from your initial submission will stand without alteration.

ASSESSMENT TASK SCENARIOS

SCENARIO	ACTION	FOLLOW-UP
You are unprepared for an oral task presentation.	<ul style="list-style-type: none">You must be prepared to present the task on the first day listed, regardless of your position in the published order.	<ul style="list-style-type: none">If you fail to submit the task on date due you will receive a mark of zero and your parents will be notified.
You attend school on the day task is due but you go home sick prior to the lesson when the task is to be submitted.	<ul style="list-style-type: none">It is your responsibility to submit the task to your teacher/head teacher prior to leaving school.	<ul style="list-style-type: none">Upon the first day of return to school you are to collect an Illness/Misadventure Appeal Form from the faculty head teacher.Within 48 Hours you will need to complete the Illness/Misadventure Appeal Form and submit it to the subject head Teacher, with supporting evidence.After the Head Teacher considers your appeal, you will be notified as to arrangements for the task.



ASSESSMENT
TASK CALENDAR

WEEK	TERM 1	TERM 2	TERM 3	TERM 4
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

MANDATORY SUBJECTS



1. ENGLISH
2. MATHEMATICS
3. SCIENCE
4. GEOGRAPHY
5. HISTORY
6. PDHPE
7. MUSIC
8. TECHNOLOGY MANDATORY - FOOD FOR LIFE
9. TECHNOLOGY MANDATORY - STEMGINEERING
10. LANGUAGES OTHER THAN ENGLISH (LOTE)

ASSESSMENT OUTLINES
CORE SUBJECTS

ENGLISH

COURSE DESCRIPTION:

In Year 7 English, students will continue to develop their skills in understanding how language shapes the world in life and in texts. They will learn how language can connect us and create meaning. Students will form opinions and understand how others communicate their opinions. 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, speaking, explaining, justifying

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1	WEEK 10	Creative Writing	EN4-ECA-01 EN4-ECB-01	Formative
2	WEEK 3-4	Examination: 1.Responding to Non-Fiction Texts 2.Creative Writing	EN4-RVL-01 EN4-ECA-01 EN4-ECB-01	30%
3	WEEK 6 WEEK 8	Response to Text Response to Text	EN4-RVL-01 EN4-URA-01 EN4-ECA-01 EN4-URB-01	Formative 40%
4	WEEK 1 WEEK 4	Poetry Performance Poetry Speech	EN4-URA-01 EN4-ECA-01	Formative 30%

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%

ASSESSMENT OUTLINES

CORE SUBJECTS

SCIENCE

COURSE DESCRIPTION:

Students will develop an appreciation of the contribution of science to investigate the environmental issues associated with plastics and water treatment, forces and energy through toys, microscopic study of cells, rock formations and geological history, plants, sports and medical science, energy transfers and transformations, chemical world and the solar system. This work will assist students learning focusing on research and development as well as present and future technologies.

Students will develop knowledge and understanding and in applying the process of working scientifically throughout the study of the following units of work:

1. Bottle of Water
2. The Science of Toys
3. Journey through the Microscope
4. It's Written in the Rocks
5. Our Green World

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1		Bottle of Water Project – Presents and designs an advertisement using scientific ideas – Researches and presents how science and technology contribute to problem solving.	Presents scientific ideas, findings and information to a given audience using appropriate scientific language, text types and presentations. Synthesising data and information to develop evidence-based arguments. Discusses how models, theories and laws about matter have influence the choices people have made about resource use and management.	20%
2	WEEKS 3-4	Semester 1 Examination Encompassing content and skills covered in the following units of work: "Bottle of Water" and 'Science of Toys'.	Applies simple numerical procedures to data and uses graphical presentations correctly. Discusses how models, theories and laws about matter have influence the choices people have	30%

ASSESSMENT OUTLINES
CORE SUBJECTS

SCIENCE CONT'D

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
			made about resource use and management.	
3	2	Toy Assignment -Builds and reports on a made toy that demonstrates forces and energy.	Describes and builds a motion toy and analyses the functionality of the motion toy. Presents a scientific report which processes data and makes a valid conclusion from a first-hand investigation. Describe the dynamic nature of models, theories and laws in developing understanding of the Earth.	20%
4	WEEKS 3-4	Semester 2 Examination -Encompassing content and skills covered in the following units of work: "Journey through the Microscope" and "Its Written in the Rocks".	Describes the action of unbalanced forces in everyday situations. Relates the structure and contents of living things to their classification survival and reproduction. Describe the dynamic nature of models, theories and laws in developing understanding of the Earth.	30%

Note: No weightings are used as each assessment mark is converted into a grade using the Stage 4 course performance descriptors created by NESAs. These grades are then linked to Stage 4 Junior Science outcomes used in reports.

ASSESSMENT OUTLINES
CORE SUBJECTS

GEOGRAPHY

COURSE DESCRIPTION:

By the end of Stage 4, students describe geographical processes that influence the features and characteristics of places and environments across a range of scales. They describe how places are perceived and valued differently and explain interconnections within environments and between people, places and environments. Students investigate environmental change and differences in human wellbeing and discuss strategies for addressing geographical challenges, taking into account environmental, economic and social factors.

Students undertake geographical inquiry to build knowledge and understanding of people, places and environments through the collection, collation and analysis of primary data and secondary information. Students propose explanations for spatial distributions, patterns and trends and infer relationships. They propose solutions and may take action to address contemporary geographical challenges and predict outcomes. Students participate in fieldwork to collect primary data and develop their personal capabilities and workplace skills.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
SEMESTER TWO				
1	WEEK 8	AT1 – In Class Skills Examination	GE4-7	40%
2	WEEK 2	AT2 – Water in the World – Research and Extended Response	GE4-1 GE4-2 GE4-5	40%
	WEEKS 3-4	AT3 – The Value of Water – Exam Week	GE4-3 GE4-4 GE4-87	20%
SEMESTER TWO				
3	WEEK 8	AT1 – In Class Skills Examination	GE4-7	40%
4	WEEK 2	AT2 – Water in the World – Research and Extended Response	GE4-1 GE4-2 GE4-5	40%
	WEEK 3-4	AT3 – The Value of Water – Exam Week	GE4-3 GE4-4 GE4-8	20%

ASSESSMENT OUTLINES

CORE SUBJECTS

HISTORY

COURSE DESCRIPTION:

The Ancient World was made up of diverse cultures. Each civilization evolved and adapted in order to meet its desire for social, political and economic stability. In Year 7 History, students will examine the roles and methodologies of both the archaeologist and the historian and then apply these investigative and interpretational skills to engage with the material remains (sources) from TWO ancient civilizations. ONE from Egypt, Greece or Rome; and the other, Ancient China, as the common civilization.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1/3	6	Personal Heritage Source Analysis and Presentation	HT 4.5 HT 4.7 HT 4.8 HT 4.10	35%
2/4	WEEKS 3-4	Investigating History Examination	HT 4.1 HT 4.2 HT 4.5 HT 4.6	30%
2/4	1	Ancient China Travel Brochure	HT 4.9 HT 4.10	35%

Please Note: Due to the staggered nature of Year 8 History Classes, each teacher will schedule the submission and completion of their class's assessment tasks at different times during the designated week of each term. Year 7 History and Geography are Semesterized courses.

ASSESSMENT OUTLINES

CORE SUBJECTS

PDHPE

COURSE DESCRIPTION:

Personal Development, Health and Physical Education is concerned with the development of the whole person – physically, emotionally and mentally in the improvement of quality of life. It develops skills, knowledge and attitudes that will empower students to adopt healthy lifestyles. It involves both practical and theory components.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1	WEEK 9	Look at Me presentation (take home task).	PD4-1 PD4-6	25%
2	ONGOING	Practical participation – Semester 1 (Gymnastics) (Cross Country/Athletics)	PD4-4 PD4-5 PD4-6 PD4-8 PD4-11	5% 10% 10%
3	WEEK 10	Physical Fitness testing and physical activity choices Assessment Task	PD4-7 PD4-8	25%
4	ONGOING	Practical participation – Semester 2 (Invasion games) (Softball)	PD4-4 PD4-5 PD4-6 PD4-8 PD4-11	15% 10%

Note: Weightings are used for each assessment mark and are converted into a grade using the Stage 4 course performance descriptors created by NESA. These grades are then linked to Stage 4 Junior PDHPE outcomes used in reports.

ASSESSMENT OUTLINES
CORE SUBJECTS

LOTE

COURSE DESCRIPTION:

The focus of this course is a communicative approach to learning a language. Students will learn how to recognise and write the Japanese script of hiragana. Students will learn the appropriate use of language in context. The emphasis of the course is achieving authentic communication in Japanese.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1	WEEK 10	Role play	ML4-INT-01	20%
2	WEEK 5	Hiragana test Listening comprehension	ML4-CRT-01 ML4-UND-01	20% 20%
3	WEEK 4	Reading Comprehension	ML4-UND-01	20%
4	WEEK 5	Role play	ML4-INT-01	20%

ASSESSMENT OUTLINES
CORE SUBJECTS

MUSIC

COURSE DESCRIPTION:

In this course students will study the concepts of music within the context of a range of styles, periods and genres, through a variety of learning experiences. The Year 7 course will focus on developing listening and practical skills, an introduction to music notation, musical instruments and sound sources using music from various genres, including film music and contemporary music.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1	8	Composition task	<p>4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing</p> <p>4.5 notates compositions using traditional and/or non-traditional notation</p>	30%
2	4	In Class Thoery Test	<p>4.7 demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas.</p>	2-%
4	4	In class Listening tasks	<p>4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire</p>	20%
SEMESTER 1 and 2	ONGOING	Practical skills progress	<p>4.1 performs in a range of musical styles demonstrating an understanding of musical concepts</p> <p>4.3 performs music demonstrating solo and/or ensemble awareness</p>	<p>15%</p> <p>15%</p>

ASSESSMENT OUTLINES
CORE SUBJECTS

TECHNOLOGY MANDATORY

Food for Life

COURSE DESCRIPTION:

Food for Life is a Unit of work which forms part of the Mandatory Technology Syllabus for Stage 4 and is a practical based subject. There are two rotations in the year; Semester 1 (Terms 1 & 2) and Semester 2 (Terms 3 & 4).

Every student in Year 7 will complete the course either in Semester 1 or Semester 2. Students explore how agriculture, food production and consumption are strong contributors to lifestyle, health of individuals and populations of communities. Extension activities allow students to investigate solutions for engaging individuals with strategies for making healthier food choices in all areas of food production, processing, consumption and waste disposal. Students use advanced features in Word and/or Google docs/slides to create a food label and Excel to create a spread sheet and graph.

Students will also learn to use and manipulate Nutrition Panel software to do the nutritional analysis of their chosen meal recipe. There are no set dates for the tasks as there are multiple classes on at the same time and our resources need to be managed to ensure that every student gets the same opportunity to complete the tasks.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
TERM 1 and 2 OR TERM 3 and 4	ONGOING	Set In Class Tasks	TE4-5AG TE4-6FO	10%
TERM 1 and 2 OR TERM 3 and 4	ONGOING	Fortnightly Practical Work	TE4-3DP	40%
TERM 2 OR 4	TBA	The Healthy Meal Challenge Practical	TE4-2DP TE4-3DP	10%
TERM 2 OR 4	TBA	Design Challenge Folio (Research task diet-related disorder, food label, nutrition information panel).	TE4-1DP TE4-2DP TE4-6FO	40%

Please note:

- All students must have their LAPTOP and shoes with Leather Uppers as per Uniform Policy for Safety Compliance in all Industrial Arts Rooms.
- Year 7 students will study TWO contexts within the Technology Mandatory syllabus – one each semester – so the timeframes are either for Semester 1 (Term 1 & 2) or Semester 2 (Term 3 & 4).

TECHNOLOGY MANDATORY

Engineering Systems (STEMgineering)

COURSE DESCRIPTION:

ISTEMgineering is a unit of work which forms part of the Mandatory Technology Syllabus for Stage 4 and is a practical based subject. There are two rotations in the year, Semester I (Terms 1&2) and Semester II (Terms 3&4).

The Engineered Systems (STEMgineering) context focuses on how force, motion, energy and the properties of materials affect the behaviour and performance of engineered systems, machines and structures. Knowledge of these principles and systems enables the design and production of engineered solutions. Students will have the opportunity to work collaboratively to design, test and produce their own CO2 Dragster. Students are provided with opportunities to experiment and develop prototypes to test their solutions. There are two extension activities included in this unit that further expand the engineering concepts covered.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1 or 3	7	Peg project (leverage) & Safety	TE4 - 3DP TE4 - 9MA	20%
2 or 4	5	Design Folio	TE4 - 1DP TE4 - 8EN TE4 - 10TS	40%
2 or 4	5	CO2 Race Car – Design, Construction and Testing	TE4 - 2DP	40%

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COLO HIGH SCHOOL

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