COLO HIGH SCHOOL

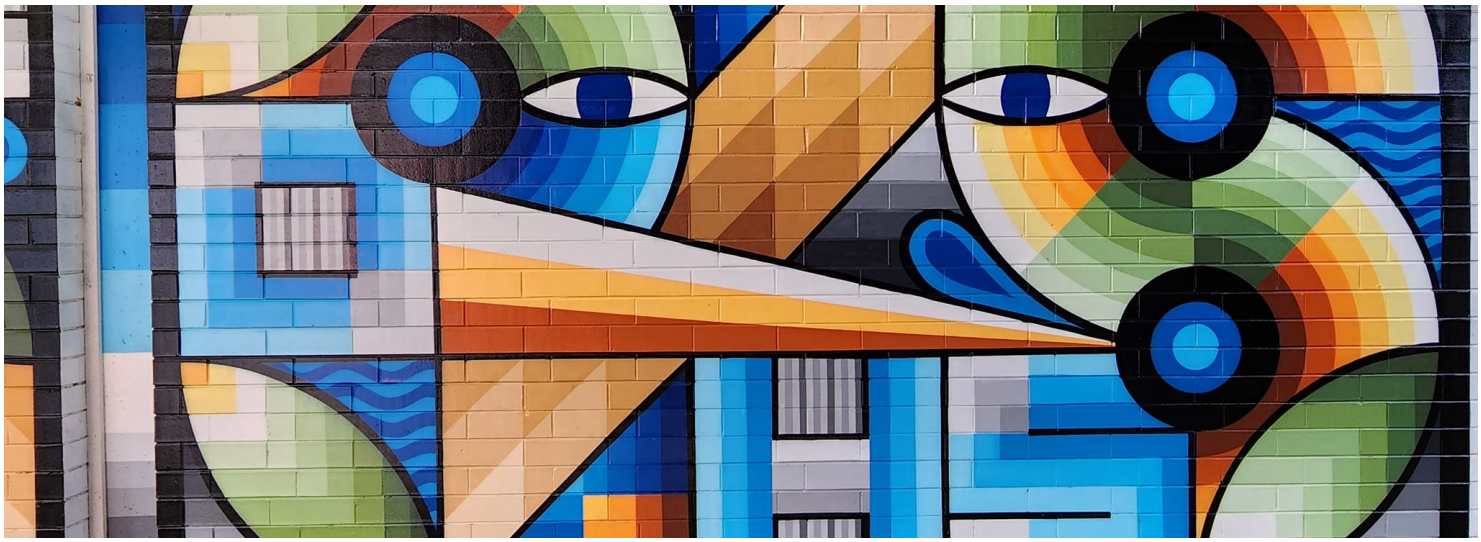
ASSESSMENT BOOKLET 2024

Junior

YEAR 10

ASSESSMENT 2024

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 gradesindicate the student'slevel 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 2024

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 becompleted
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 pieceof 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 asubstitute 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. Thismay 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 Ms J Williamson, or the relevant Head Teacher to arrange an interview where matters of concern can be discussed and appropriate action be taken.

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 9	Extended Response to Text	EN5-RVL-01 EN5-URA-01 EN5-URB-01	25%
4	WEEK 4	Persuasive Speech – Crime Fiction Review	EN5-RVL-01 EN5-URA-01 EN5-URB-01	25%

MATHEMATICS STANDARD - STAGE 5.1

COURSE DESCRIPTION:

Stage 5.1 Mathematics (Standard level) has been designed for those students who possess a base level of Mathematical intuition and ability. The nature and format of this level enables students to learn the basic mathematical principles required for everyday life, various trade pathways and for the study of the Mathematics Standard course in Years 11 and 12.

The topics for the 5.1 (Standard) level include perimeter and area, rational numbers, financial mathematics, probability, algebraic techniques, coordinate geometry, statistics and trigonometry.

Content has been arranged using NESA's Stem Pathway organisation Content is combined in a way intended to improve students' mathematical 'fluency' and develop connections between Mathematics and its real-world applications. Units of work include: Tools of the Trade, Build Make Create, Money Matters, Decision Makers, Frome Here to There and Theme Park.

Formal Assessments are outlined in the schedule below. Additional Feedback sessions will support review of content prior to formal Examinations.

Students undertaking this course will NOT have developed the background knowledge to study Mathematics Advanced in the senior years. Students continuing to study Mathematics in Stage 6 will be enrolled within the Mathematics Standard Course ONLY.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1		Topic Tests at the end of each topic	Advised as required	
2	WEEK 9-10	Topic Tests at the end of each topic. **Half Yearly Examination**	Advised as required	20%
3		Topic Tests at the end of each topic	Advised as required	
4	WEEK 3-4	Topic Tests at the end of each topic **Yearly Examination**	Advised as required	30%
All Topic tests and bookwork marks will amount to 50% of the overall assessment mark.				50%

MATHEMATICS STANDARD - STAGE 5.2

COURSE DESCRIPTION:

Students placed in this course possess a reasonable level of Mathematical intuition and ability. The nature and format of this level enables students to learn the basic mathematical principles required for the study of either Mathematics Advanced or Mathematics Standard in Years 11 and 12 [Board Developed Category A Courses]. However, it has been found in the past that only students who perform in the top 10% of the 5.2 level have sufficient foundational knowledge and ability to be able to manage the content of the Mathematics Advanced Course in Year 11.

The topics studied at the 5.2 (Intermediate) level include rational numbers, consumer arithmetic, probability, algebraic techniques, coordinate geometry, graphs, data analysis, measurement, trigonometry and geometry.

Formal Assessments are outlined in the schedule below. Additional Feedback sessions will support review of content prior to formal Examinations.

Students undertaking the Stage 5.2 Pathway will need to seek advice from the Head Teacher Mathematics before the end of Term 2 if they wish to attempt the Mathematics Advanced Course in Stage 6.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1		Topic Tests at the end of each topic	Advised as required	
2	WEEK 9-10	Topic Tests at the end of each topic. **Half Yearly Examination**	Advised as required	20%
3		Topic Tests at the end of each topic	Advised as required	
4	WEEK 3-4	Topic Tests at the end of each topic **Yearly Examination**	Advised as required	30%
All Topic tests and bookwork marks will amount to 50% of the overall assessment mark.				50%

MATHEMATICS STANDARD - STAGE 5.3

COURSE DESCRIPTION:

Stage 5.3 Mathematics (Advanced Level) is the most challenging and abstract of the three stages offered and builds on the content contained within the Stage 5.2 Course.

It caters for students with a strong capacity and or a passion for Mathematics and who wish to continue their study of this subject in Years 11 and 12 (Stage 6).

The topics studied at the 5.3 (Advanced) level include rational numbers, real numbers, consumer arithmetic, probability, algebraic techniques, coordinate geometry, graphs, data analysis, measurement, trigonometry and deductive geometry. Additional topics may include functions, logarithms, curve sketching, polynomials and circle geometry.

Formal Assessments are outlined in the schedule below. Additional Feedback sessions will support review of content prior to formal Examinations.

The relevant Stage 6 course leading from 5.3 is Mathematics Advanced. Mathematics Extension 1 and Mathematics Extension 2 (Year 12 only) may also be studied in conjunction with Mathematics Advanced.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1		Topic Tests at the end of each topic	Advised as required	
2	WEEK 9-10	Topic Tests at the end of each topic. **Half Yearly Examination**	Advised as required	20%
3		Topic Tests at the end of each topic	Advised as required	
4	WEEK 3-4	Topic Tests at the end of each topic **Yearly Examination**	Advised as required	30%
All Topic tests and bookwork marks will amount to 50% of the overall assessment mark.				50%

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

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	Describes changing ideas about the universe to illustrate how models, theories and laws are refined overtime by the scientific community. Describes and interprets historical information relating to life on Earth. Applies theory and numerical procedures to problems involving forces and motion.	30%

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

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 ma 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 – Changing Places Megacities Report	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 – Field Report and 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	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 1	Popular Culture Annotated Scrap Book	HT 5.1 HT 5.2 HT 5.5 HT 5.6	35%

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	WEEK 8	Practical dance performance	PD5-4 PD5-5	15%
	WEEK 10	Safer Celebrations – Road Safety (Assessment)	PD5-6 PD5-7	20%
2	WEEK 8	Mental Health (Classwork)	PD5-1 PD5-6	5%
	ONGOING	Athletics	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 9	Task 1 – Poultry Growth Trial	AG5-4 AG5-7 AG5-11 AG5-12	25%
2	WEEK 9	Task 2 – Beef Research Task	AG5-1 AG5-2 AG5-5 AG5-9	25%
4	WEEK 2	Task 3 – Fruit Industry Study	AG5-1 AG5-3 AG5-6	25%
	WEEK 6	Task 4 – Yearly Exam	AG5-1 AG5-2 AG5-3 AG5-4 AG5-5 AG5-6 AG5-7 AG5-8 AG5-9 AG5-10 AG5-11 AG5-12	25%

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%

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 though 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
2	WEEK 3	Task 1 Examination – Skills and source analyses	HTE 5.1 HTE 5.2 HTE 5.3 HTE 5.4 HTE 5.6 HTE 5.7	20%
	WEEK 9	Task 2 Research Essay	HTE 5-1 HTE 5.3 HTE 5.4 HTE 5.8	25%
3	WEEK 10	Task 3 Museum Display	HTE 5.2 HTE 5.6 HTE 5.10	25%
4	WEEK 6	Task 4 Yearly Exam	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
1-4	ONGOING	Specialised Module: Landscaping	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-7 IND5-8 IND5-9 IND5-10	
2	ONGOING	Semester 1 Assessment Mark (Practical/ Folio)	IND5-1 IND5-2 IND5-3 IND5-8 IND5-10	50%
4	ONGOING	Semester 2 Assessment Mark (Practical/ Folio)	IND5-4 ND5-5 IND5-6 IND5-7 IND5-9	50%

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
1-4	ONGOING	Specialised Module: Fabrication 2 and Metal Machining 2	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-7 IND5-8 IND5-9 IND5-10	
2	ONGOING	Semester 1 Assessment Mark (Practical/ Folio)	IND5-1 IND5-2 IND5-3 IND5-8 IND5-10	50%
4	ONGOING	Semester 2 Assessment Mark (Practical/ Folio)	IND5-4 IND5-5 IND5-6 IND5-7 IND5-9	50%

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
1-4	ONGOING	Specialised Module: Timber 2	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-7 IND5-8 IND5-9 IND5-10	
2	ONGOING	Semester 1 Assessment Mark (Practical/ Folio)	IND5-1 IND5-2 IND5-3 IND5-8 IND5-10	50%
4	ONGOING	Semester 2 Assessment Mark (Practical/ Folio)	IND5-4 IND5-5 IND5-6 IND5-7 IND5-9	50%

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	4	Half-yearly Examination Reading, Listening, Writing Speaking Task	LJA5-3C LJA5-4C LJA5-5U	30% 10%
		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 6	Listening Theory Task	**5.1** performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts **5.3** performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness	30%
3	WEEK 6	Composition task	**5.4** demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study **5.6** uses different forms of technology in the composition process	35%
4	WEEK 3	Performance Task	**5.7** demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts **5.8** demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study	35%

PHOTOGRAPHY AND DIGITAL MEDIA

COURSE DESCRIPTION:

The aim of Photography is to explore still, and moving images in a range of mediums. Students will undertake modules in Work Health & Safety, Darkroom, Digital Photography, Stop Animation, Digital Editing, Website development and Filmmaking.
This course is 70% practical and 30% theory/research.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
2	WEEK 1	Case Study – Research Task	**5.10** uses their understanding of the relationship between artwork and world in critical interpretations to research, analysis and evaluate photographic works.	30%
	WEEK 2	Photography Portfolio	**5.1** develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make works	30%
3	WEEK 10	Photography Portfolio & presentation	**5.3** makes photographic and digital works informed by an understanding of technical and conceptual meaning.	40%

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

ASSESSMENT OUTLINES

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
1	WEEK 1-10	Case Study – research task	**5.4** investigates the world as a source of ideas, concepts, and subject matter. 5.10 demonstrates how art criticism and art history construct meaningS	20%
2	WEEK 2	Body of work and Process Diary	**5.1** develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks.	40%
4	WEEK 2	Body of Work and Process Diary	**5.2** makes artworks informed by their understanding of the function of and relationships of the world around them. **5.6** 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 complted by the student).

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

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

- ☐ **Non-attempt, zero awarded, U award**
- ☐ **Re-sit**
- ☐ **Extension of time granted until:** _____
- ☐ **Other:** _____
- ☐ **Late submission. zero awarded**
- ☐ **Estimate to be given**

Signature of teacher: _____ Date: _____

COLO HIGH SCHOOL

218 BELLS LINE OF ROAD
NORTH RICHMOND, NSW 2754

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