



BERKELEY VALE CAMPUS  
ASSESSMENT BOOK  
Year 9 2024

to the stars







## YEAR 9 ASSESSMENT

### POLICY INTRODUCTION

This Assessment Schedule Booklet is designed to give students and parents a guideline as to approximate due dates, assessment task content and task type throughout Semester 1.

Important parts of being successful and engaged in high school are time management, preparation and organisational skills. To assist in developing these skills each student has been issued with a student diary. Please ensure that your child records assessment task due dates and information in their diary.

Assessment is the process of identifying, gathering and interpreting information about learning. The central purpose of assessment is to provide information on student achievement and progress and set the direction for ongoing teaching and learning.

Typically this process is referred to as 'Assessment for Learning' and is designed to enhance teaching and, ultimately, improve learning outcomes for students.

The NSW Education Standards Authority (NESA) summarises Assessment for Learning for K-10 as:

- an essential and integrated part of teaching and learning
- reflecting a belief that all students can improve
- involving the setting of learning goals with students
- helping students know and recognize the standards to which they are aiming
- involving students in self and peer assessment
- providing feedback that helps students understand the next steps in learning and planning how to achieve these goals
- involving teachers, students and parents in reflecting on assessment data

At Berkeley Vale Campus we believe in and adhere to the 'Principles of Assessment'. These are that assessment should be:

- relevant
- appropriate to stage level
- fair
- accurate in providing an insight into student skills
- able to provide useful information to direct teaching and learning
- able to be integrated into the teaching and learning cycle
- able to draw on a wide range of evidence
- manageable for students and teachers

## **RECORD OF SCHOOL ACHIEVEMENT (RoSA)**

The Record of School Achievement (RoSA) is a cumulative credential for students who leave school before completing their Higher School Certificate.

The RoSA lists all mandatory and additional Stage 5 and, where applicable, Stage 6 courses completed by the student, along with the grade awarded. The RoSA credential also lists any courses commenced but not completed and the date of leaving school.

## **MINIMUM REQUIREMENTS FOR THE YEAR 9 RoSA**

The NSW Education Standards Authority (NESA) is the authority responsible for awarding the RoSA. In order to qualify for the RoSA, the following requirements must be met.

- a) Satisfactory completion of Syllabus Years 7 to 10 in:
  - English
  - Mathematics
  - Science
  - Human Society and its Environment
  - Personal Development, Health and Physical Education
  
- b) Students must have met NESA's Syllabus requirements (at some time over their studies in Years 7 to 10) for:
  - Language other than English
  - Visual Arts
  - Music
  - Technological and Applied Studies

Students may undertake studies in addition to the above courses (for example, elective courses) and if course requirements are met, these will be recorded on the RoSA credential.

## **WARNING**

Failure to satisfactorily complete a course outlined in (a) and (b) above will mean that a student has failed to meet the minimum requirements for the award of a RoSA and a certificate **WILL NOT** be issued by NESA.

## **ATTENDANCE REQUIREMENTS**

Students must complete the campus attendance requirements until the end of the Year 10 school year. Students are not permitted to leave school prior to the end of Year 10 unless they are entering an alternative educational pathway (for example, apprenticeship or traineeship). Year 10 completion date to be advised.

Inadequate bookwork may result in an 'N' determination on the grounds of not meeting the New South Wales Education Standards Authority (NESA) requirement of a student demonstrating 'diligence and sustained effort'.

## **SATISFACTORY COMPLETION OF A COURSE**

Course completion criteria:

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

- a) followed the course developed or endorsed by NESAs
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- c) achieved some or all of the course outcomes

A student who does not satisfactorily complete a course may receive an 'N' determination.

Parents must contact the school and teacher as soon as possible after they have received an 'N' determination warning.

If a student's attendance falls below 85% of the 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. Clearly, absences will be regarded seriously by the Principal, who will give students early warning of the consequences of absences.

If, at any time, it appears that a student is at risk of receiving an 'N' determination in any course, the student will be warned and their parents/guardian advised in writing. This warning will be given in time for the problem to be corrected.

Students who have not complied with the above requirements in both Year 9 and Year 10 cannot be regarded as having satisfactorily completed the course. The Principal will then apply the 'N' determination. The school will enter an 'N' on the Grading Recommendation Schedule. Where the 'N' determination is applied, it will appear on the student's RoSA depending upon the course. It may also mean that the student has not satisfactorily completed the minimum pattern of courses required for the RoSA credential in that year.

## **APPEALS AGAINST 'N' DETERMINATION**

Students wishing to appeal against the Grade(s) in any subject awarded to them by the school should submit a written appeal, together with evidence, to the Principal.

Students may appeal only on the basis that the grade awarded was not consistent with the progressive reporting relative to the areas for assessment received from the school.

## **SCHOOL BASED ASSESSMENT**

Grades A—E will be awarded in all courses based on school based assessment of students' achievement with reference to 'performance descriptors' issued by NESAs.

## PERFORMANCE DESCRIPTORS

Course Performance Descriptors are a series of statements which summarise observable and measurable features of student achievement and assist teachers to award grades to students based on descriptions of typical achievement.

Course Performance Descriptors describe the main features of typical students' performance at the end of the course. The areas for Assessment consist of the knowledge and skills objectives from the syllabus.

### GENERAL PERFORMANCE DESCRIPTORS

The following General Performance Descriptions are a generic set of descriptors which indicate the five levels of achievement. These give an explanation of each grade in a general way.

GRADE	GENERAL PERFORMANCE DESCRIPTORS
A Outstanding	<ul style="list-style-type: none"><li>• has an extensive knowledge and understanding of the content and can readily apply this knowledge</li><li>• has achieved a very high level of competence in the processes and skills and can apply these skills to new situations</li></ul>
B High	<ul style="list-style-type: none"><li>• has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills</li><li>• is able to apply this knowledge and these skills to most situations</li></ul>
C Sound	<ul style="list-style-type: none"><li>• has a sound knowledge and understanding of the main areas of content</li><li>• has achieved an adequate level of competence in the processes and skills</li></ul>
D Basic	<ul style="list-style-type: none"><li>• has a basic knowledge and understanding of the content</li><li>• has achieved a limited level of competence in the processes and skills</li></ul>
E Very Limited	<ul style="list-style-type: none"><li>• has an elementary knowledge and understanding in few areas of the content</li><li>• has achieved very limited competence in some of the processes and skills</li></ul>
N Determination	<p>Where 'N' appears in place of an A to E grade opposite a course, the student has failed to meet one or more of the following requirements:</p> <ol style="list-style-type: none"><li>a) followed the course developed by the Board of Studies</li><li>b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school</li><li>c) achieve some or all of the course outcomes</li></ol>

## ADVICE TO YEAR 9 PARENTS AND STUDENTS REGARDING ASSESSMENT TASKS

The follow advice is given regarding ALL assessment tasks:

- a) the assessment task should be a quality submission, completed to the best of that student's ability
- b) each task must reflect a serious attempt
- c) students must ensure that all tasks are submitted on time. All tasks must be attempted. The due date is a strict deadline
- d) material presented late will not be credited unless appropriate documentation is provided by the student/parent (for example, Medical Certificate, illness or crisis in family). Completion of the task will still be required to meet course requirements
- e) in the event of non-attendance (illness, injury or misadventure), the procedure below must be followed by the student seeking a substitute task immediately upon return to school:
  - notification of absence from the task, whenever possible, should be made to the teacher BEFORE the task takes place
  - a written and signed statement from the student's parents/guardian explaining the absence must be supplied
  - an appeal form must be obtained from the Deputy Principal and completed
  - a Medical Certificate must be forwarded where illness is involved

***In the event where the above is not adhered to, the student will receive zero for the task and an N Warning letter will be sent home. The student will still be required to complete the assessment task so as to meet course outcomes.***

Each case will be considered on its merits. The reasons for absence must be considered valid before a substitute task will be granted. An estimate rather than a substitute task will only be given in exceptional circumstances.

- a) all work must be the student's own work
- b) requests for extension must be handed in prior to the due date to the deputy on the appropriate form. Each case will be considered on its merits
- c) at least two weeks written notice will be given before every assessment task. Students will sign to show they have received the task. It is the responsibility of any student who is absent to find out if any assessment tasks have been given out
- d) vacations taken outside normal school holidays will not be accepted as a valid reason for missing an assessment task and will not be credited, however, completion of the task is still required in an effort to meet course requirements
- e) proven dishonesty in an assessment task or truancy (including fractional truancy) will be regarded as a non-attempt
- f) assessment tasks must be handed to the teacher who sets the task, or in the case of his/her absence, the head teacher. Students are to sign a register indicating that the task has been received on submission of the completed work
- g) accurate records will be maintained and each student should be aware of his/her progress
- h) appeals concerning individual assessment may only be lodged directly after that assessment has been returned
- i) where computer technology fails, students will be required to provide evidence of the work attempted for example, draft printout/handwritten notes

A committee of three (Head Teacher, Principal or delegate, and Year Adviser or delegate) will hear any appeals and transmit decisions promptly to all parties.



## **CAMPUS RESPONSIBILITIES**

### **The Campus is responsible for:**

- establishing policies and procedures which ensure a consistent approach to assessment including advice to students, appraisal, recording and reporting practices
- ensuring that students are aware of the assessment schedule showing the nature of the tasks and approximate timing of the assessment tasks
- ensuring that students and their parents are aware of the assessment scheme, including their responsibilities
- allocating disability provisions based on supported documentation from students
- providing avenues for appeals should parents or students wish to do so

## **COURSE ASSESSMENT TASKS**

Each course will set formal assessment tasks throughout Year 10 based upon the areas for assessment nominated within that course. A wide range of assessment procedures will be used. These may include research projects, practical assignments, oral and written responses, tests and class presentations using technology available. These formal tasks appear in the Course Assessment Schedule.

Informal Assessment will occur during the process of teaching in a variety of situations. Teachers will observe and note student achievement. This written record will form part of the assessment information to enable teachers to make a final judgment on grades awarded.

Grades will be awarded by comparing student performance in these tasks with performance descriptors to identify the level of achievement of each student.



## **FACULTY RESPONSIBILITIES**

### **Faculties and Head Teachers are responsible for:**

- developing assessment tasks that reflect Quality Assessment practices and best practice in the Quality Teaching and Learning Framework
- ensuring that students are aware of course Performance Descriptors
- developing an assessment schedule that indicates the nature and approximate timing of the task
- providing a minimum 2 weeks written notice of each task ensuring that the following are included:
  - date set/date due of task
  - outcomes to be assessed along with an explanation of these outcomes
  - clear description of the task is provided
  - task is valid and reliable
  - clear instructions with a model of the task where appropriate
  - appropriate level of language is used
  - the task is of an appropriate length
  - the task reflects a varying degree of difficulty
  - clear marking guidelines are included
  - provision for meaningful feedback is provided
- developing a system of recording acceptance and receipt of tasks
- discussing variations to the assessment schedule with the Deputy Principal responsible for Year 10
- preparing “N” award warning letters to parents for students who have not attempted tasks and record on Sentral
- interviewing students who are in danger of an “N” award determination to develop an improvement program
- providing names to the Deputy Principal to interview the students who are not meeting the improvement program requirements
- recording all marks on school electronic Sentral Markbook system. Both electronic and paper copies are required for security purposes and paper copies filed into teacher folders
- providing a grade per student in each course that reflects the performance descriptors

## RESPONSIBILITIES OF STAGE 5 STUDENTS

Students in Stage 5 ( years 9 and 10 ) are responsible for:

- ensuring that they obtain and understand the campus policy on assessment
- determining if any assessment information has been distributed during a period of absence
- attempting each assessment task to the best of their ability so that they demonstrate maximum level of achievement
- ensuring that all work submitted is their own work
- applying for disability provisions should they be eligible
- ensuring that all tasks are submitted on time or that the procedures outlined are followed to seek a substitute task
- ensuring the assessment register is signed and dated on submission of each assessment
- ensuring any questions that they have about the assessment, grade or comments given for an individual piece of work, are resolved at the time the work is handed back
- demonstrating, through diligence and sustained effort and sound attendance, that they have met the requirements of the course
- attending school until the final day of Year 10 as determined by the Department of Education and Principal, unless an exemption has been granted by the Principal

## RoSA EXAMPLES

**RECORD OF SCHOOL ACHIEVEMENT**

This is to certify that  
**Sample Student**  
of  
**Sample High School**  
has met the requirements of the Record of School Achievement  
and has received the results shown below.


**STAGE 5 COURSES**

Year	Course	Result
<b>Board Developed Courses</b>		
2012	English (200)	B
	Mathematics (200)	B7
	Science (200)	B
	Australian Geography (100)	C
	Australian History (100)	C
	Commerce (200)	C
	Agricultural Technology (200)	A
	Industrial Technology (Engineering) (200)	C
	Information & Software Technology (200)	A
	Personal Development, Health and P.E. (100)	B
<b>Years 7 to 10 Mandatory Curriculum Requirements</b>		
	English	Completed
	Mathematics	Completed
	Science	Completed
	Human Society and its Environment	Completed
	Languages	Completed
	Technology	Completed
	Music	Completed
	Visual Arts	Completed
	Personal Development, Health and P.E.	Completed

(see reverse)

Student Number: 123456789

Issued without alteration or erasure on 27 May 2014  
by the Board of Studies, Teaching and Educational Standards at Sydney, NSW, Australia.

  
President

**RECORD OF SCHOOL ACHIEVEMENT**

This is to certify that  
**Sample Student Name**  
of  
**Sample High School**  
has met the requirements for the Record of School Achievement  
and has received the results shown below.

**STAGE 6 PRELIMINARY COURSES**  
Participated in the following courses until 30 March 2013.

**Board Developed Courses**


2013	English (Standard) (2 Unit)	
	Mathematics (2 Unit)	
	Biology (2 Unit)	
	Industrial Technology (2 Unit)	
	Personal Development, Health and P.E. (2 Unit)	
	Metal and Engineering (2 Unit)	

Refer to Vocational documentation

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Student Number: 230299553

Issued without alteration or erasure on 12th April 2013  
by the Board of Studies at Sydney, NSW, Australia.

  
President

Inadequate bookwork may result in an 'N' determination on the grounds of not meeting the New South Wales Education Standards Authority (NESA) requirement of a student demonstrating 'diligence and sustained effort'.

**Assessments at a glance - Planning Grid – Term 1**

Faculty / Week	1	2	3	4	5	6	7	8	9	10	11
<b>CAPA</b> (Includes Music, Photography and Digital Media and Visual Arts)							(PDM)	(MUSIC)			
<b>ENGLISH</b>										✓	
<b>HSIE</b>								✓			
<b>COMMERCE</b>									✓		
<b>MATHEMATICS</b>										✓	
<b>PDHPE</b> (Includes Child Studies and PASS)								✓ (PASS)	✓ (CHILD)	(PASS)	
<b>SCIENCE</b> (Includes Marine Studies)						✓	(MARINE)				
<b>TAS</b> (Includes Agricultural Technology, IT Building, IT Metal, IT Timber, Food Technology, Textiles Technology)			(IT METAL)		(FOOD)					(AGRICULTURE)	(IT BUILDING) (IT TIMBER)

**Assessments at a glance - Planning Grid – Term 2**

Faculty / Week	1	2	3	4	5	6	7	8	9	10
<b>CAPA</b> (Includes Music, Photography and Digital Media and Visual Arts)				(MUSIC) (VISUAL ARTS)	(PDM)					
<b>ENGLISH</b>										✓
<b>HSIE</b>			✓							
<b>COMMERCE</b>									✓	
<b>MATHEMATICS</b>										✓
<b>PDHPE</b> (Includes Child Studies and PASS)									(CHILD)	
<b>SCIENCE</b> (Includes Marine Studies)	✓					(MARINE)				
<b>TAS</b> (Includes Agricultural Technology, IT Building, IT Metal, IT Timber, Food Technology, Textiles Technology)			(IT METAL)			(AGRICULTURE)	(FOOD)			(IT TIMBER)

# CAPA

Includes:

Music

Photography and Digital Media

Visual Arts





## BERKELEY VALE CAMPUS MUSIC ASSESSMENT TASK

Due Date: Term 1 Week 8

<b>Title:</b> Performance		<b>Teacher Name:</b>	
<b>Year:</b> 9	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 25%

### Syllabus Outcomes:

- 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

### Task Description:

You are required to perform one piece of music on your chosen instrument.

During class you will be given help to select a song and learn the skills required to perform it. The chosen song should demonstrate your current ability and be appropriate to your skill level. There are 4 songs in your instrument booklets to choose from. Please see your teacher to discuss if you would like to perform an alternative piece.

You may complete this task on your own or in a group.

You will be assessed on:

#### Pitch

- Are the instruments tuned? Are the correct notes played?
- Is the song played in a suitable key for all performers?

#### Duration

- Is the tempo correct and consistent?
- Are all rhythms performed correctly and consistently?

#### Dynamics & Expressive Techniques

- Is the volume appropriate? Can all parts be heard?

Are there appropriate changes in the dynamics throughout the performance? Is the piece performed with appropriate expression?

### Assessment Task Support Information:

- you will sign the document register to acknowledge receipt of this notification
- if you are absent on the due date, you must provide appropriate documentation (for example, Medical Certificate/Illness/Misadventure Form)

*Any RoSA student who does not submit this task will be placed on the campus N determination register*

### To do well in this assessment task I must:

- choose a song early and have a clear idea of how the finished performance will sound
- practise my instrument every day
- seek regular help and feedback from my teacher

Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• clearly and perceptively communicates an extensive knowledge of music as an artform and demonstrates understanding and accuracy of pitch, duration, dynamics and expressive techniques</li> <li>• confidently performs solo or as a prominent member of an ensemble</li> <li>• the chosen repertoire demonstrates an extensive understanding of the chosen instrument</li> </ul>
B	<ul style="list-style-type: none"> <li>• communicates a thorough knowledge of music as an artform and demonstrates understanding and accuracy of pitch, duration, dynamics and expressive techniques</li> <li>• shows confidence in performing solo or as a prominent member of an ensemble</li> <li>• the chosen repertoire demonstrates a thorough understanding of the chosen instrument</li> </ul>
C	<ul style="list-style-type: none"> <li>• communicates a sound knowledge of music as an artform and demonstrates understanding and accuracy of pitch, duration, dynamics and expressive techniques</li> <li>• shows some confidence in performing solo or as a prominent member of an ensemble</li> <li>• the chosen repertoire demonstrates a sound understanding of the chosen instrument</li> </ul>
D	<ul style="list-style-type: none"> <li>• communicates a basic knowledge of music as an artform and demonstrates limited understanding and accuracy of pitch, duration, dynamics and expressive techniques</li> <li>• shows basic skill or limited confidence in performing solo or as a prominent member of an ensemble</li> <li>• the chosen repertoire demonstrates a basic understanding of the chosen instrument</li> </ul>
E	<ul style="list-style-type: none"> <li>• communicates an elementary knowledge of music as an artform and demonstrates flaws in the understanding and accuracy of pitch, duration, dynamics and expressive techniques</li> <li>• shows elementary skill or lack of confidence in performing solo or as a prominent member of an ensemble</li> <li>• the chosen repertoire demonstrates an elementary understanding of the chosen instrument</li> </ul>





## BERKELEY VALE CAMPUS MUSIC ASSESSMENT TASK

Due Date: Term 2 Week 4

<b>Title:</b> Listening & Research		<b>Teacher Name:</b>	
<b>Year:</b> 9	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 20%

### Syllabus Outcomes:

- 5.7 applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
- 5.9 uses the frames to make different interpretations of photographic and digital works
- 5.10 constructs different critical and historical accounts of photographic and digital works

### Task Description:

Students are required to write a report about the meaning and context of the song "From Little Things, Big Things Grow" written by Australian musicians Paul Kelly and Kev Carmody.

Students should consider the following in their responses:

- What is the story behind the lyrics?
- What is the relevance of this song to Aboriginal culture and history in modern Australia?
- What is the musical style? Why is this style appropriate for the song?
- Discuss the technical aspects of the music in reference to the concepts. For example, instrumentation, time signature, tempo, chord progression, structure

Responses should be at least one A4 page in length, be neatly presented and include correct spelling, grammar and punctuation. It is expected that students will use proper sentence and paragraph structure (for example, TXXXC paragraph structure).

### Assessment Task Support Information:

- you will sign the document register to acknowledge receipt of this notification
- if you are absent on the due date, you must provide appropriate documentation (for example, Medical Certificate/Illness/Misadventure Form)

*Any RoSA student who does not submit this task will be placed on the campus N determination register*

### To do well in this assessment task I must:

- address the 4 main points as listed above
- use correct paragraph and sentence structure
- give drafts to my teacher for feedback

Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• extensively interprets and explains the meaning of the song in context of modern Australian and Aboriginal History</li> <li>• discusses the musical aspects of the song to extensive depth, demonstrating an extensive understanding of the concepts of music</li> <li>• well structured with no mistakes in spelling, punctuation or grammar</li> </ul>
B	<ul style="list-style-type: none"> <li>• thoroughly interprets and explains the meaning of the song in context of modern Australian and Aboriginal History</li> <li>• discusses the musical aspects of the song to thorough depth, demonstrating a good understanding of the concepts of music</li> <li>• well structured with few mistakes in spelling, punctuation or grammar</li> </ul>
C	<ul style="list-style-type: none"> <li>• gives a sound interpretation and explanation of the meaning of the song in context of modern Australian and Aboriginal History</li> <li>• discusses some of the musical aspects of the song, demonstrating some understanding of the concepts of music</li> <li>• contains minor errors in structure, spelling, punctuation and/or grammar</li> </ul>
D	<ul style="list-style-type: none"> <li>• gives a basic interpretation and explanation of the meaning of the song</li> <li>• demonstrates a basic understanding of the concepts of music</li> <li>• contains errors in structure, spelling, punctuation and/or grammar</li> </ul>
E	<ul style="list-style-type: none"> <li>• gives a flawed or incomplete interpretation and explanation of the meaning of the song</li> <li>• does not accurately describe the musical aspects of the song and does not refer to the concepts of music</li> <li>• contains many errors in structure, spelling, punctuation and/or grammar</li> </ul>



**BERKELEY VALE CAMPUS**  
**PHOTOGRAPHY AND DIGITAL MEDIA**  
**ASSESSMENT TASK**

**Due Date:** Term 1 Week 7

<b>Title:</b> Photographer Case Study		<b>Teacher Name:</b>	
<b>Year:</b> 9	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 30%

**Syllabus Outcomes:**

- 5.8** uses their understanding of the function of and relationship between artist – artwork – world – audience in critical and historical interpretations of photographic and digital works
- 5.7** applies their understanding of aspects of practice to critically and historically interpret photographic and digital works

**Task Description:**

Choose ONE portrait photographer from the list provided by your teacher. Use the case study scaffold and the case study sample you complete in class to guide you. Remember to use both art reference books and/or websites to find your information.

**Make sure the information is related to a portrait photographer.**

**1. Biography**

Include when the photographer was born and died (if no longer alive).  
Places where photographer studied, worked, their lifestyle, etc.

**2. Body of work**

Subject Matter (portrait photography), genre, style etc.

**3. Influences**

Influences on the photographer, their influences on other artists/photographers, style and movements.

**4. HOW? Techniques**

How were the works done? What processes were used? Discuss changes of work overtime. (Look at light, composition, angles, perspectives etc.)

**5. WHY? Intentions**

Aims, purposes, reasons, choices of and for taking photographs.

**6. Photographs**

Name, describe and analyse TWO works in detail. Include images of the work.

**Assessment Task Support Information:**

- you will sign the document register to acknowledge receipt of this notification
- if you are absent on the due date, you must provide appropriate documentation (for example, Medical Certificate/Illness/Misadventure Form)

*Any RoSA student who does not submit this task will be placed on the campus N determination register*

**To do well in this assessment task I must:**

- research my chosen photographer using textbooks and internet research
- demonstrate my understanding of the photographer's practice
- use and understand photography metalanguage
- demonstrate the relationship between the Photographer's Body of Work and the photographer

Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• the photographer has been researched to an outstanding level</li> <li>• responses to the photographer's work indicate a sophisticated understanding of the photographer's practice</li> <li>• two examples of the photographer's work have been included and labelled appropriately</li> <li>• all parts of the task have been answered in full sentences and show a deep understanding of the content</li> <li>• work has been presented to an outstanding standard</li> </ul>
B	<ul style="list-style-type: none"> <li>• thorough research on the photographer</li> <li>• responses to the photographer's work indicate a good understanding of their practice</li> <li>• two examples of the photographer's work have been included and labelled appropriately</li> <li>• all parts of the task have been answered in full sentences and show a good understanding of the content</li> <li>• work has been presented to a high standard</li> </ul>
C	<ul style="list-style-type: none"> <li>• the photographer has been researched to a satisfactory level</li> <li>• responses indicate a substantial understanding of their practice</li> <li>• two examples of the photographer's work have been included and labelled</li> <li>• all parts of the task have been answered in sentences and show an understanding of the content</li> <li>• work has been presented to a sound standard</li> </ul>
D	<ul style="list-style-type: none"> <li>• basic research of the photographer</li> <li>• responses to the photographer's work indicates a basic understanding</li> <li>• one example of the photographer's work has been included</li> <li>• some parts of the task have been answered in sentences</li> <li>• work has been presented to a basic standard</li> </ul>
E	<ul style="list-style-type: none"> <li>• very limited research on one photographer</li> <li>• responses to the photographer's work indicate an unsatisfactory understanding</li> <li>• no example of the photographer's work has been included</li> <li>• very limited parts of the task have been answered</li> <li>• work has been presented to a poor standard</li> </ul>



**BERKELEY VALE CAMPUS**  
**PHOTOGRAPHY AND DIGITAL MEDIA**  
**ASSESSMENT TASK**

**Due Date:** Term 2 Week 5

<b>Title:</b> Digital Portrait Photography		<b>Teacher Name:</b>	
<b>Year:</b> 9	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 30%

**Syllabus Outcomes:**

- 5.1 develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
- 5.4 investigates the world as a source of ideas, concepts and subject matter for photographic and digital works

**Task Description:**

**PART 1: 8 Digital portraits 20%**

Students will take eight Digital Portrait photos. Students will print their best photos and they will be presented in their Photographic Journal. All images will be uploaded to the Google Classroom which is clearly labelled to indicate the type of photograph taken.

Below are the photos you will take:

1. Bird's Eye View (a photograph of a person from above)
2. Worm's Eye View (a photograph of a person from above)
3. A close-up portrait using the light from a window (make sure there is soft light on the person's face. Do not have the light shining onto the object from behind)
4. left to right principle (the viewer's eye is drawn left to right. Tip: make sure the subject of your face is in profile)
5. rule of thirds
6. subjective Frame (i.e. Try to evoke an emotion in the audience, for example, humour, sadness, loneliness)
7. a portrait showing the subject reflected in a mirror or reflective surface
8. framing the subject

**PART 2: Portrait Collage 10%**

Students will produce a portrait collage. They will import into Adobe Photoshop and use filters to manipulate the image. The final image will be printed and pasted into their journal.

**Assessment Task Support Information:**

- you will sign the document register to acknowledge receipt of this notification
- if you are absent on the due date, you must provide appropriate documentation (for example, Medical Certificate/Illness/Misadventure Form)

*Any RoSA student who does not submit this task will be placed on the campus N determination register*

**To do well in this assessment task I must:**

- **have equipment required to complete this task:** digital camera and props
- follow the composition instructions and show this in my images
- create visual impact in my images
- show a creative approach in my images

Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• the eight portrait photos are presented to an outstanding level following the specific task instructions</li> <li>• photos display extensive creativity and composition</li> <li>• photos display extensive exposure quality (too light or too dark)</li> <li>• photos displayed in Photographic Journal, clearly labelled with the photo type and given a title for the work</li> <li>• portrait collage shows sophisticated technique and creative use of filters</li> </ul>
B	<ul style="list-style-type: none"> <li>• the eight portrait photos are presented to a thorough level following the specific task instructions</li> <li>• photos display a thorough level of creativity and composition</li> <li>• photos display a thorough level of exposure quality (too light or too dark)</li> <li>• photos displayed in Photographic Journal, clearly labelled with the photo type and given a title for the work</li> <li>• portrait collage shows advanced technique and creative use of filters.</li> </ul>
C	<ul style="list-style-type: none"> <li>• some portrait photos are presented to a sound level following the specific task instructions</li> <li>• photos display a sound level of creativity and composition</li> <li>• photos display a sound level of exposure quality (too light or too dark)</li> <li>• photos displayed in Photographic Journal, clearly labelled with the photo type and given a title for the work</li> <li>• portrait collage shows sound technique and use of filters</li> </ul>
D	<ul style="list-style-type: none"> <li>• some portrait photos are presented to a basic level following the specific task instructions</li> <li>• photos display a basic level of creativity and composition</li> <li>• photos display a basic level of exposure quality (too light or too dark)</li> <li>• photos displayed in Photographic Journal, labelled with the photo type</li> <li>• portrait collage shows basic technique and limited use of filters</li> </ul>
E	<ul style="list-style-type: none"> <li>• failure to submit most portrait photos</li> <li>• photos display a very limited level of creativity and composition</li> <li>• photos show a very limited level of exposure quality (too light or too dark)</li> <li>• photos displayed in Photographic Journal with no labelling</li> <li>• portrait collage is not attempted or completed</li> </ul>



**BERKELEY VALE CAMPUS  
VISUAL ARTS ASSESSMENT TASK**

**Due Date:** Term 2 Week 4

<b>Title:</b> Introduction to Visual Arts and Landscapes		<b>Teacher Name:</b>	
<b>Year:</b> 9	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 40%

**Syllabus Outcomes:**

- 5.2 makes artworks informed by their understanding of the function of and relationships between the artist – artwork – world - audience
- 5.4 investigates the world as a source of ideas, concepts and subject matter in the Visual Arts

**Task Description:**

In this task you will be assessed on your Visual Arts Diary including the Colour Wheel, painting techniques and theory work - 10%

**Part A Submission of Visual Arts Diary 20%**

The diary should include:

- all documentation, processes and techniques completed in class.
- completed painting technique samples, all correctly labelled.
- completed colour mixing samples.
- completed theory work written on Impressionism and landscape painting.

**Part B Collection of landscape miniatures 20%**

You are to submit 3-5 works using different painting and artistic techniques of the landscape genre.

**Assessment Task Support Information:**

- you will sign the document register to acknowledge receipt of this notification
- if you are absent on the due date, you must provide appropriate documentation (for example, Medical Certificate/Illness/Misadventure Form)

*Any RoSA student who does not submit this task will be placed on the campus N determination register*

**To do well in this assessment task I must:**

- seek guidance and clarify any misunderstandings related to the task
- complete all work during class time



Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• the work demonstrated extensive knowledge and understanding of processes and techniques in applying paint to create a variety of surface effects.</li> <li>• the completed colour mixing samples demonstrated excellent ability to identify, differentiate, combine, and create a range of colours.</li> <li>• creation of a range of miniature landscape paintings demonstrating a high degree of sophisticated techniques in use of colour, composition and experimentation.</li> <li>• VAD entries demonstrated sophisticated documentation of colour theory, painting techniques, colour mixing and Impressionism.</li> </ul>
B	<ul style="list-style-type: none"> <li>• the work demonstrated high level knowledge and understanding of processes in applying paint to create a variety of surface effects.</li> <li>• the completed colour mixing samples demonstrated excellent ability to identify and create a range of colours.</li> <li>• produced a range of miniature landscape paintings demonstrating excellent techniques in use of colour, composition and experimentation.</li> <li>• VAD entries demonstrated sustained levels of documentation of colour theory, painting techniques, colour mixing and Impressionism.</li> </ul>
C	<ul style="list-style-type: none"> <li>• the work demonstrated sound knowledge of processes of applying paint to create a variety of surface effects.</li> <li>• the completed colour mixing samples demonstrated a sound range of techniques.</li> <li>• a sound attempt producing a range of miniature landscape paintings demonstrating satisfactory use of techniques in use of colour and/or composition.</li> <li>• VAD entries demonstrated sound documentation of colour theory, painting techniques, colour mixing and Impressionism.</li> </ul>
D	<ul style="list-style-type: none"> <li>• the work demonstrated basic knowledge of processes of applying paint.</li> <li>• the completed colour mixing samples demonstrated a basic range of colours.</li> <li>• basic attempt producing one to two miniature landscape paintings demonstrating basic technique in use of colour and/or composition.</li> <li>• VAD entries demonstrated basic documentation of colour theory, painting techniques, colour mixing and Impressionism.</li> </ul>
E	<ul style="list-style-type: none"> <li>• the work demonstrated little or no thought in colour mixing.</li> <li>• the artworks demonstrated very limited technical accomplishment and refinement.</li> <li>• non or very limited attempt of producing a miniature landscape painting using limited technique.</li> <li>• VAD entries demonstrated very limited documentation of colour theory, painting techniques, colour mixing and Impressionism.</li> </ul>

# ENGLISH





**BERKELEY VALE CAMPUS  
ENGLISH ASSESSMENT TASK**

**Due Date:** Term 1 Week 10

<b>Title:</b> Dystopian Fiction		<b>Teacher Name:</b>	
<b>Year:</b> 9	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 25%

**Syllabus Outcomes:**

**EN5-URB-01-** evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes

**EN5-ECA-01-** crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning

**EN5-ECB-01-** uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine

**Task Description:**

**Part A – Imaginative Response (20 marks)**

You will craft a piece of imaginative writing based on your knowledge and understanding of the dystopian genre, its themes, codes and conventions. You must submit a hard copy which has been proofread and edited after submission of a draft and feedback.

(500–600 words submitted as a hard copy).

**Part B – Reflection (10 marks)**

In this reflection, explain how your compositional choices helped you to achieve your purpose for the intended audience. Explain how the model texts influenced your response.

Use the following questions to help guide your reflection:

- What is the main thematic concern you are trying to communicate to your audience?
- How have you experimented with the language features of imaginative writing to communicate your thematic concern to your audience?
- How have you experimented with the distinctive features of a model text/s in your own writing?

(400–500 words submitted together with Part A).

**Assessment Task Support Information:**

- you will sign the document register to acknowledge receipt of this notification
- if you are absent on the due date, you must provide appropriate documentation (for example, Medical Certificate/Illness/Misadventure Form)

*Any RoSA student who does not complete this task will be placed on the campus N determination register*

**To do well in this assessment task I must:**

- complete a draft in preparation for feedback and act upon the feedback provided to refine my extended response
- submit a final, polished response

<b>Grade</b>	<b>Marking Criteria Part A</b>
A	<ul style="list-style-type: none"> <li>• crafts a sustained and engaging response that effectively represents a thematic concern</li> <li>• effectively controls structure and form to achieve the purpose of the response</li> <li>• demonstrates effective and consistent control of language to craft a cohesive response</li> </ul>
B	<ul style="list-style-type: none"> <li>• crafts a response that competently represents a thematic concern</li> <li>• controls structure and form to achieve the purpose of the response</li> <li>• demonstrates consistent control of language to craft a cohesive response</li> </ul>
C	<ul style="list-style-type: none"> <li>• creates a response that represents a thematic concern</li> <li>• uses structure and form to achieve the purpose of the response</li> <li>• demonstrates control of language to create a response</li> </ul>
D	<ul style="list-style-type: none"> <li>• creates a response that contains an idea</li> <li>• uses some features of structure and form that have some connection to purpose</li> <li>• demonstrates limited control of language</li> </ul>
E	<ul style="list-style-type: none"> <li>• attempts to create a response</li> <li>• attempts to use features of structure</li> <li>• demonstrates very limited control of language</li> </ul>

<b>Grade</b>	<b>Marking Criteria Part B</b>
A	<ul style="list-style-type: none"> <li>• effectively explains the way that a thematic concern has been conveyed to the audience in the Part A response. This explanation is supported with a range of well-chosen examples from Part A.</li> <li>• provides an effective explanation of the ways that the distinctive features of model text(s) have informed the Part A response. This explanation is supported with a range of well-chosen examples from both Part A and the model text(s).</li> <li>• demonstrates effective and consistent control of reflective and evaluative language.</li> </ul>
B	<ul style="list-style-type: none"> <li>• explains the way that a thematic concern has been conveyed to the audience in the Part A response. This explanation is supported with a range of examples from Part A.</li> <li>• explains the ways that the distinctive features of model text(s) have informed the Part A response. this explanation is supported with a range of examples from both Part A and the model text(s).</li> <li>• demonstrates effective and consistent control of reflective and evaluative language.</li> </ul>
C	<ul style="list-style-type: none"> <li>• describes the way that a thematic concern has been conveyed to the audience in the Part A response. This explanation is supported with some examples from Part A.</li> <li>• describes how some distinctive features of model text(s) have informed the Part A response. This explanation is supported with some examples from both Part A and the model text(s).</li> <li>• demonstrates control of reflective and evaluative language.</li> </ul>
D	<ul style="list-style-type: none"> <li>• identifies a thematic concern that is in the Part A response.</li> <li>• identifies some common features of the model text(s) and the Part A response.</li> <li>• demonstrates basic control of reflective language</li> </ul>
E	<ul style="list-style-type: none"> <li>• identifies an idea that is in the Part A response.</li> <li>• identifies a feature in the model text and/or the Part A response.</li> <li>• demonstrates elementary control of language.</li> </ul>

<b>Grading Boundaries</b>				
A	B	C	D	E



**BERKELEY VALE CAMPUS  
ENGLISH ASSESSMENT TASK**

**Due Date:** Term 2 Week 10

<b>Title:</b> Speech		<b>Teacher Name:</b>	
<b>Year:</b> 9	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 25%

**Syllabus Outcomes:**

**EN5-RVL-01-** uses a range of personal, creative and critical strategies to interpret complex texts

**EN5-ECA-01-** crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning

**EN5-ECB-01-** Uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

**Task Description:**

**Part A:** You will use critical strategies to interpret a speech (15 marks). During class time you will answer questions on speeches; its purpose, intended audience and use of language devices.

**Part B:** You are required to compose and present a speech on an issue of your own choosing. Speak out about something you are passionate about! (20 marks)

In this task you are required to:

- choose an issue you feel strongly about
- research this issue and select appropriate evidence that supports your point of view
- write a persuasive and engaging 3–4-minute speech for a young adult audience:
  - take a position - in favour or against
  - persuade your audience to take action
  - be sure to use evidence from your research. Select sources that support your point of view – research
  - plan, draft and edit your speech - convince your audience - use the language of rhetoric
- submit your written speech via the BVC Year 9 English 2024 Google Classroom by Monday, Week 9, 8:30 am
- present your speech – during Week 9 and 10 you will be required to deliver your speech to your class

Your classroom teacher will provide you with the Google Classroom code.

You will be given class time to draft your response, however, editing and final preparations, including rehearsing your speech, must take place at home.

There are adjustment options you can choose, however, you need to make sure you understand how these will impact on your overall mark.

**Assessment Task Support Information:**

- you will sign the document register to acknowledge receipt of this notification
- if you are absent on the due date, you must provide appropriate documentation (for example, Medical Certificate/Illness/Misadventure Form)

*Any RoSA student who does not submit this task will be placed on the campus 'N' determination register*

**To do well in this assessment task I must:**

- research my chosen topic
- practice my speech

Grade	Marking Criteria Part B
<p style="text-align: center;">A 20-16</p>	<ul style="list-style-type: none"> <li>• demonstrates an extensive knowledge of rhetorical strategies to position an audience and evoke an emotional response, whilst communicating information, ideas and viewpoints (verbal and nonverbal) to enhance engagement (EN5-ECA-01)</li> <li>• can effectively control structure and form to achieve the purpose of the response (EN5-ECB-01)</li> </ul>
<p style="text-align: center;">B 16-12</p>	<ul style="list-style-type: none"> <li>• demonstrates a thorough knowledge of rhetorical strategies to position an audience and evoke an emotional response, whilst communicating information, ideas and viewpoints (verbal and nonverbal) to enhance engagement (EN5-ECA-01)</li> <li>• can competently control structure and form to achieve the purpose of the response (EN5-ECB-01)</li> </ul>
<p style="text-align: center;">C 12-8</p>	<ul style="list-style-type: none"> <li>• demonstrates sound understanding of rhetorical strategies to position an audience and evoke an emotional response whilst communicating information, ideas and viewpoints (verbal and nonverbal) to enhance engagement (EN5-ECA-01)</li> <li>• can adequately control structure and form to achieve the purpose of the response (EN5-ECB-01)</li> </ul>
<p style="text-align: center;">D 8-4</p>	<ul style="list-style-type: none"> <li>• demonstrates basic understanding of rhetorical strategies to position an audience and evoke an emotional response, communicate information, ideas and viewpoints (verbal and nonverbal) to enhance engagement (EN5-ECA-01)</li> <li>• displays basic control of structure and form to achieve the purpose of the response (EN5-ECB-01)</li> </ul>
<p style="text-align: center;">E 4-0</p>	<ul style="list-style-type: none"> <li>• demonstrates elementary use rhetorical strategies to position an audience and evoke an emotional response, communicates information, ideas and viewpoints (verbal and nonverbal) to enhance engagement (EN5-ECA-01)</li> <li>• displays very limited control of structure and form to achieve the purpose of the response (EN5-ECB-01)</li> </ul>

# HSIE

Includes:

Commerce







**BERKELEY VALE CAMPUS**  
**GEOGRAPHY ASSESSMENT TASK**

**Due Date:** Term 1 Week 8

<b>Title:</b> Sustainable Biomes Rich Task		<b>Teacher Name:</b>	
<b>Year:</b> 9	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 25%

**Syllabus Outcomes:**

- GE5-1** explains diverse features and characteristics of a range of places and environments
- GE5-2** explains processes and influences that form and transform places and environments
- GE5-3** analyses the effect of interactions and connections between people, places and environments
- GE5-5** assesses management strategies for places and environments for their sustainability
- GE5-7** acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
- GE5-8** communicates geographical information to a range of audiences using a variety of strategies

**Task Description:**

**Part A** Research Booklet

Choose ONE of the biomes listed below and accurately answer the questions in the Biomes Research Booklet:

- deserts
- grasslands
- marine
- rainforests
- tundra

**Part B** Visual Brochure

Create a brochure which promotes awareness in your community on ONE of the following areas:

- impacts of food production in Australia
- how Australians can reduce food wastage
- sustainable methods to achieve food security for the future

Your visual representation must include:

- images (such as photographs) and statistics (such as a graph or table)
- written information that provides titles and labels for your images and statistics be at least 1 x A4 page in length and no more than 2 x A4 pages

**Assessment Task Support Information:**

- you will sign the document register to acknowledge receipt of this notification
- if you are absent on the due date, you must provide appropriate documentation (for example, Medical Certificate/Illness/Misadventure Form)

*Any RoSA student who does not submit this task will be placed on the campus N determination register*

**To do well in this assessment task I must:**

- write **detailed** information not general information
- apply that information into the context I am writing about
- answer the questions with a high level of detail and accuracy
- include a fully annotated bibliography at the end of the booklet
- clearly represent my chosen biome and area of choice
- use pictures and graphs effectively
- ensure my work is well written and presented and utilises the space requirement
- strictly follow the instructions for each section

Grade	Marking Criteria
A	<p><b>Part A</b></p> <ul style="list-style-type: none"> <li>• accurate description of the chosen biome, its climatic features and distribution of the chosen biome</li> <li>• graph is extensively labelled including heading, units of measure and temperature and rainfall resembles the chosen biome</li> <li>• extensive description of a mammal OR marsupial, an accurate image and a very high level of detail of a distinctive feature</li> <li>• extensive description of a reptile OR flora, an accurate image and a very high level of detail of a distinctive feature</li> <li>• a very high level of understanding of how human activities impact the chosen biome and</li> <li>• all references are accurately listed and fully annotated</li> </ul> <p><b>Part B</b></p> <ul style="list-style-type: none"> <li>• very high ability to use relevant evidence from sources to evaluate the impact of humans on a biome</li> <li>• applies an extensive range of relevant geographical terms</li> <li>• extensive knowledge and understanding of the area of choice with a very high level of geographical detail</li> <li>• very high quality presentation that is visually appealing that extensively suits the audience</li> <li>• very high ability to accurately incorporate pictures, statistics and/or graphs to convey the area of choice</li> </ul>
B	<p><b>Part A</b></p> <ul style="list-style-type: none"> <li>• thorough description of a biome, its climatic features and its distribution</li> <li>• graph is clearly labelled including heading, units of measure and temperature and rainfall resembles the chosen biome</li> <li>• thorough description of a mammal OR marsupial, an image and a high level of detail of a distinctive feature</li> <li>• thorough description of a reptile OR flora, an image and a high level of detail of a distinctive feature</li> <li>• a high level of understanding of how human activities impact the chosen biome and</li> <li>• all references are listed and annotated but may contain minimal errors</li> </ul> <p><b>Part B</b></p> <ul style="list-style-type: none"> <li>• high ability to use relevant evidence from sources to evaluate the impact of humans on a biome</li> <li>• applies a range of relevant geographical terms</li> <li>• thorough knowledge and understanding of the area of choice with a high level of geographical detail</li> <li>• high quality presentation that is visually appealing that thoroughly suits the audience <b>GE5-8</b></li> <li>• high ability to incorporate pictures, statistics and/or graphs to convey the area of choice with minimal errors</li> </ul>
C	<p><b>Part A</b></p> <ul style="list-style-type: none"> <li>• sound description of a biome, its climatic features and its distribution</li> <li>• graph is labelled including heading, units of measure and temperature and rainfall resembles the chosen biome but may contain some inconsistencies</li> <li>• sound description of a mammal or marsupial, an image with some detail of a distinctive feature</li> <li>• sound description of a reptile or flora, an image with some detail of a distinctive feature</li> <li>• some understanding of how human activities impact the chosen biome and</li> <li>• most references are listed, somewhat annotated but may contain errors</li> </ul> <p><b>Part B</b></p> <ul style="list-style-type: none"> <li>• adequate ability to use relevant evidence from sources to evaluate the impact of humans on a biome</li> <li>• applies some relevant geographical terms</li> <li>• sound knowledge and understanding of the area of choice with an adequate level of geographical detail</li> <li>• sound quality presentation that is somewhat appealing that adequately suits the audience</li> <li>• adequate ability to incorporate pictures, statistics and/or graphs to convey the area of choice with some errors</li> </ul>

D	<p><b>Part A</b></p> <ul style="list-style-type: none"> <li>• basic description of a biome, its climatic features and its distribution</li> <li>• graph is not completely labelled but may contain some accurate information</li> <li>• basic description of a mammal OR marsupial, an image with limited detail of a distinctive feature</li> <li>• basic description of a reptile OR flora, an image with limited detail of a distinctive feature of the chosen reptile OR flora</li> <li>• basic understanding of how human activities impact the chosen biome and</li> <li>• some references are listed but may not be annotated</li> </ul> <p><b>Part B</b></p> <ul style="list-style-type: none"> <li>• basic ability to use relevant evidence from sources to evaluate the impact of humans on a biome</li> <li>• attempts to apply relevant geographical terms with some accuracy</li> <li>• basic knowledge and understanding of the area of choice with a limited level of geographical detail</li> <li>• basic quality presentation that may not visually appeal to the audience</li> <li>• basic ability to incorporate pictures, statistics and/or graphs to convey the area of choice with errors</li> </ul>
E	<p><b>Part A</b></p> <ul style="list-style-type: none"> <li>• elementary description of a biome, its climatic features and its distribution</li> <li>• graph is not labelled or complete</li> <li>• elementary description of a mammal OR marsupial, may contain an image and no detail of a distinctive feature</li> <li>• elementary description of a reptile OR flora, may contain an image with no detail of a distinctive feature</li> <li>• elementary understanding of how human activities impact the chosen biome and</li> <li>• no references</li> </ul> <p><b>Part B</b></p> <ul style="list-style-type: none"> <li>• elementary ability to use relevant evidence from sources to evaluate the impact of humans on a biome</li> <li>• may attempt to apply historical terms but will lack accuracy</li> <li>• elementary knowledge and understanding of the area of choice with an elementary level of geographical detail</li> <li>• elementary quality presentation that does not appeal to the audience</li> <li>• does not include pictures, statistics or graphs OR is not relevant</li> </ul>



## BERKELEY VALE CAMPUS GEOGRAPHY ASSESSMENT TASK

Due Date: Term 2 Week 3

<b>Title:</b> Portfolio of Work		<b>Teacher Name:</b>	
<b>Year:</b> 9	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 10%

### Syllabus Outcomes:

**GE5-8** communicates geographical information to a range of audiences using a variety of strategies

### Task Description:

This is the portfolio of work that you have produced in Term 1. It is made up of your bookwork and any booklets that you have completed. You are required to hand these to your teacher for marking on the due date. In this task we are assessing that you have evidence concepts mentioned in the syllabus outcome above that are related to this topic, and that there is evidence of diligence and sustained effort.

To do this you need to:

- have a learning intention and a date recorded at the top of your notes for every lesson
- evidence you have completed the work for every lesson to the standards required by the teacher
- rule margins and ensure bookwork is neat and organized in the correct sequence
- glue all work sheets in

### Assessment Task Support Information:

- you will sign the document register to acknowledge receipt of this notification
- if you are absent on the due date, you must provide appropriate documentation (for example, Medical Certificate/Illness/Misadventure Form)

*Any RoSA student who does not submit this task will be placed on the campus N determination register*

### To do well in this assessment task I must:

- have the equipment required to complete this task: pen, pencil, ruler, calculator
- complete your class bookwork
- apply my knowledge and understanding of the geographic issues covered in class
- effectively apply the geographic skills learnt in class
- write with sophistication, accuracy, detail and make effective use of key geographic terms

Grade	Marking Criteria
A	<p>Books and booklets have class bookwork completed to an excellent standard. <b>GE5-8</b></p> <p>As a guide:</p> <ul style="list-style-type: none"> <li>• answers are extensively detailed in full sentences and paragraphs</li> <li>• bookwork follows the order it was presented</li> <li>• pages are ruled and dated</li> <li>• excellent Grammar, Spelling and Punctuation</li> </ul>
B	<p>Books and booklets have class Bookwork completed to a thorough standard. <b>GE5-8</b></p> <p>As a guide:</p> <ul style="list-style-type: none"> <li>• answers are thoroughly detailed in full sentences and paragraphs</li> <li>• bookwork mostly follows the order it was presented</li> <li>• pages are ruled and dated</li> <li>• thorough Grammar, Spelling and Punctuation</li> </ul>
C	<p>Books and booklets have class bookwork completed to a sound standard. <b>GE5-8</b></p> <p>As a guide:</p> <ul style="list-style-type: none"> <li>• answers are credibly detailed with mostly full sentences and paragraphs</li> <li>• bookwork generally follows the order it was presented</li> <li>• most pages are ruled and dated</li> <li>• sound Grammar, Spelling and Punctuation</li> </ul>
D	<p>Books and booklets have class bookwork completed to a basic standard. <b>GE5-8</b></p> <p>As a guide:</p> <ul style="list-style-type: none"> <li>• answers have basic detail with some full sentences and paragraphs</li> <li>• bookwork sporadically follows the order it was presented</li> <li>• less than half the pages are ruled and dated</li> <li>• basic Grammar, Spelling and Punctuation</li> </ul>
E	<p>Books and booklets have class bookwork completed to an elementary standard. <b>GE5-8</b></p> <p>As a guide:</p> <ul style="list-style-type: none"> <li>• answers are incomplete with little detail in the answers completed.</li> <li>• bookwork doesn't really have any correlation with the order it was presented</li> <li>• not many pages are ruled and dated</li> <li>• elementary Grammar, Spelling and Punctuation</li> </ul>



**BERKELEY VALE CAMPUS  
COMMERCE ASSESSMENT TASK**

**Due Date:** Term 1 Week 9

<b>Title:</b> Consumer Redress Letter		<b>Teacher Name:</b>	
<b>Year:</b> 9	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 40%

**Syllabus Outcomes:**

- COM5-1** applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
- COM5-2** analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
- COM5-3** examines the role of law in society
- COM5-4** analyses key factors affecting decisions
- COM5-5** evaluates options for solving problems and issues
- COM5-6** develops and implements plans designed to achieve goals
- COM5-7** researches and assesses information using a variety of sources
- COM5-8** explains information using a variety of forms
- COM5-9** works independently and collaboratively to meet individual and collective goals within specified timeframes

**Task Description:**

You need to write a letter to the Department of Fair Trading based on the scenario you are given in class.

In your letter you must include:

- the elements of a formal letter
- formatted as a formal letter (5 Marks)
- correct grammar (5 Marks)
- correct punctuation (5 Marks)
- correct spelling (5 Marks)
- an explanation of how you tried to resolve your issue (10 Marks)
- an explanation of how you would like the issue resolved (10 Marks)
- a reference to one piece of legislation and how it fits into your scenario (5 Marks)

This assessment task is to be completed in Google Docs and handed in online in the Google Classroom that it was posted in.

**Assessment Task Support Information:**

- you will sign the document register to acknowledge receipt of this notification
  - if you are absent on the due date, you must provide appropriate documentation (for example, Medical Certificate/Illness/Misadventure Form)
- Any RoSA student who does not submit this task will be placed on the campus N determination register*

**To do well in this assessment task I must:**

- **have the equipment required to complete this task:** enrolment in the BVC Year 9 Commerce Google classroom
- learn to research media, case law and legislation
- draft response writing
- incorporate statistics, media, case law, legislation and examples in my writing

Grade	Marking Criteria
<p style="text-align: center;">A 20-18</p>	<p>Shows extensive ability in:</p> <ul style="list-style-type: none"> <li>• applying legal and/or political concepts and terminology in a variety of contexts with reference to at least 10 explicit terms or concepts</li> <li>• analysing the rights and responsibilities of individuals in a range of legal and/or political contexts</li> <li>• examining the role of law in society</li> <li>• analysing key factors affecting decisions</li> <li>• evaluating options for solving problems and issues</li> <li>• develops and implements plans designed to achieve goals with evidence of a draft submitted to the teacher at least 3 weeks prior to the submission date</li> <li>• researching and assessing information using a variety of sources including legislation, cases and media</li> <li>• explaining information using a variety of forms including a highly detailed reference to legislation and a correct application to the scenario</li> <li>• working independently and collaboratively to meet individual and collective goals within specified timeframes</li> <li>• well formatted letter</li> <li>• grammar</li> <li>• punctuation</li> <li>• spelling</li> </ul>
<p style="text-align: center;">B 17-13</p>	<p>Shows thorough ability in:</p> <ul style="list-style-type: none"> <li>• applying legal and/or political concepts and terminology in a variety of contexts with reference to at least 7 explicit terms or concepts</li> <li>• analysing the rights and responsibilities of individuals in a range of legal and/or political contexts</li> <li>• examining the role of law in society</li> <li>• analysing key factors affecting decisions</li> <li>• evaluating options for solving problems and issues</li> <li>• develops and implements plans designed to achieve goals with evidence of a draft submitted to the teacher at least 2 weeks prior to the submission date</li> <li>• researching and assessing information using a variety of sources including legislation, cases and/or media</li> <li>• explaining information using a variety of forms including a detailed reference to legislation and a correct application to the scenario</li> <li>• working independently and collaboratively to meet individual and collective goals within specified timeframes</li> <li>• well formatted letter (one mistake)</li> <li>• grammar (up to 2 mistakes)</li> <li>• punctuation (up to 2 mistakes)</li> <li>• spelling (up to 2 mistakes)</li> </ul>
<p style="text-align: center;">C 12-8</p>	<p>Shows sound ability in 4 or more of the following criteria:</p> <ul style="list-style-type: none"> <li>• applying legal and/or political concepts and terminology in a variety of contexts with reference to at least 5 explicit terms or concepts</li> <li>• analysing the rights and responsibilities of individuals in a range of legal and/or political contexts</li> <li>• examining the role of law in society</li> <li>• analysing key factors affecting decisions</li> <li>• evaluating options for solving problems and issues</li> <li>• develops and implements plans designed to achieve goals</li> <li>• researching and assessing information using a variety of sources including legislation, cases and/or media</li> <li>• explaining information using a variety of forms including a sound reference to legislation and a correct application to the scenario</li> <li>• working independently and collaboratively to meet individual and collective goals within specified timeframes</li> <li>• well formatted letter (2-3 mistakes)</li> <li>• grammar (3-4 mistakes)</li> <li>• punctuation (3-4 mistakes)</li> <li>• spelling (3-4 mistakes)</li> </ul>



<p>D 7-4</p>	<p>Shows basic ability in two or more of the following criteria:</p> <ul style="list-style-type: none"> <li>• applying legal and/or political concepts and terminology in a variety of contexts with reference to at least 1-2 explicit terms or concepts</li> <li>• analysing the rights and responsibilities of individuals in a range of legal and/or political contexts</li> <li>• examining the role of law in society</li> <li>• analysing key factors affecting decisions</li> <li>• evaluating options for solving problems and issues</li> <li>• develops and implements plans designed to achieve goals</li> <li>• researching and assessing information using a variety of sources including legislation, cases and/or media</li> <li>• explaining information using a variety of forms including a basic detailed reference to legislation and a correct application to the scenario</li> <li>• working independently and collaboratively to meet individual and collective goals within specified timeframes</li> <li>• formatted letter (4-5 mistakes)</li> <li>• grammar (4-5 mistakes)</li> <li>• punctuation (4-5 mistakes)</li> <li>• spelling (4-5 mistakes)</li> </ul>
<p>E 3-1</p>	<p>Shows elementary ability in only one of the following criteria:</p> <ul style="list-style-type: none"> <li>• applying legal and/or political concepts and terminology in a variety of contexts with reference to at least 1-2 explicit terms or concepts</li> <li>• analysing the rights and responsibilities of individuals in a range of legal and/or political contexts</li> <li>• examining the role of law in society</li> <li>• analysing key factors affecting decisions</li> <li>• evaluating options for solving problems and issues</li> <li>• develops and implements plans designed to achieve goals</li> <li>• researching and assessing information using a variety of sources including legislation, cases and/or media</li> <li>• no explaining reference to legislation and a correct application to the scenario</li> <li>• working independently and collaboratively to meet individual and collective goals within specified timeframes</li> <li>• formatted letter (6 or more mistakes)</li> <li>• grammar (6 or more mistakes)</li> <li>• punctuation (6 or more mistakes)</li> <li>• spelling (6 or more mistakes)</li> </ul>

<b>Grading Boundaries</b>				
A	B	C	D	E
20-18	17-13	12-8	7-4	3-1



## BERKELEY VALE CAMPUS COMMERCE ASSESSMENT TASK

**Due Date:** Term 2 Week 9

<b>Title:</b> Rich Skills Task		<b>Teacher Name:</b>	
<b>Year:</b> 9	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 40%

### Syllabus Outcomes:

- COM5-1** applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
- COM5-2** analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
- COM5-4** analyses key factors affecting decisions
- COM5-5** evaluates options for solving problems and issues
- COM5-6** develops and implements plans designed to achieve goals
- COM5-7** researches and assesses information using a variety of sources
- COM5-8** explains information using a variety of forms
- COM5-9** works independently and collaboratively to meet individual and collective goals within specified timeframes

### Task Description:

There are two parts to this task.

- Part A:** Demonstrate your ICT Skills: use a spreadsheet to chart an investment plan using the concept of compound interest based on the scenario that you are given
- Part B:** Use a spreadsheet to calculate and chart the progress of three different shares through the duration of the Stock Market Game

### Assessment Task Support Information:

- you will sign the document register to acknowledge receipt of this notification
- if you are absent on the due date, you must provide appropriate documentation (for example, Medical Certificate/Illness/Misadventure Form)

*Any RoSA student who does not submit this task will be placed on the campus N determination register*

### To do well in this assessment task I must:

- **have the equipment required to complete this task:** enrolment in the BVC Year 9 Commerce Google Classroom
- learn to research Media, Case Law and Legislation
- draft response writing
- incorporate Statistics, Media, Case Law, Legislation and examples in my writing

Grade	Marking Criteria
<p style="text-align: center;">A 20-18</p>	<p>Shows extensive ability in:</p> <ul style="list-style-type: none"> <li>• applying legal and/or political concepts and terminology in a variety of contexts with reference to at least 10 explicit terms or concepts</li> <li>• analysing key factors affecting decisions</li> <li>• evaluating options for solving problems and issues</li> <li>• developing and implementing plans designed to achieve goals</li> <li>• researching and assessing information using a variety of sources including stock statistics</li> <li>• working independently and collaboratively to meet individual and collective goals within specified timeframes</li> <li>• calculations</li> <li>• the use of spreadsheets</li> <li>• the visual aesthetic of the graphs</li> </ul>
<p style="text-align: center;">B 17-13</p>	<p>Shows thorough ability in:</p> <ul style="list-style-type: none"> <li>• applying legal and/or political concepts and terminology in a variety of contexts with reference to at least 10 explicit terms or concepts</li> <li>• analysing key factors affecting decisions</li> <li>• evaluating options for solving problems and issues</li> <li>• developing and implementing plans designed to achieve goals</li> <li>• researching and assessing information using a variety of sources including stock statistics</li> <li>• working independently and collaboratively to meet individual and collective goals within specified timeframes</li> <li>• calculations</li> <li>• the use of spreadsheets</li> <li>• the visual aesthetic of the graphs</li> </ul>
<p style="text-align: center;">C 12-8</p>	<p>Shows sound ability in 4 or more of the following criteria:</p> <ul style="list-style-type: none"> <li>• applying legal and/or political concepts and terminology in a variety of contexts with reference to at least 10 explicit terms or concepts</li> <li>• analysing key factors affecting decisions</li> <li>• evaluating options for solving problems and issues</li> <li>• developing and implementing plans designed to achieve goals</li> <li>• researching and assessing information using a variety of sources including stock statistics</li> <li>• working independently and collaboratively to meet individual and collective goals within specified timeframes</li> <li>• calculations</li> <li>• the use of spreadsheets</li> <li>• the visual aesthetic of the graphs</li> </ul>
<p style="text-align: center;">D 7-4</p>	<p>Shows basic ability in two or more of the following criteria:</p> <ul style="list-style-type: none"> <li>• applying legal and/or political concepts and terminology in a variety of contexts with reference to at least 10 explicit terms or concepts</li> <li>• analysing key factors affecting decisions</li> <li>• evaluating options for solving problems and issues</li> <li>• developing and implementing plans designed to achieve goals</li> <li>• researching and assessing information using a variety of sources including stock statistics</li> <li>• working independently and collaboratively to meet individual and collective goals within specified timeframes</li> <li>• calculations</li> <li>• the use of spreadsheets</li> <li>• the visual aesthetic of the graphs</li> </ul>

E 3-1	<p>Shows elementary ability in only one of the following criteria:</p> <ul style="list-style-type: none"> <li>• applying legal and/or political concepts and terminology in a variety of contexts with reference to at least 10 explicit terms or concepts</li> <li>• analysing key factors affecting decisions</li> <li>• evaluating options for solving problems and issues</li> <li>• developing and implementing plans designed to achieve goals</li> <li>• researching and assessing information using a variety of sources including stock statistics</li> <li>• working independently and collaboratively to meet individual and collective goals within specified timeframes</li> <li>• calculations</li> <li>• the use of spreadsheets</li> <li>• the visual aesthetic of the graphs</li> </ul>
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<b>Grading Boundaries</b>				
A	B	C	D	E
20-18	17-13	12-8	7-4	3-1

# MATHEMATICS





**BERKELEY VALE CAMPUS  
MATHEMATICS ASSESSMENT TASK**

**Due Date:** Term 1 Week 10

<b>Title:</b> Scale House Design		<b>Teacher Name:</b>	
<b>Year:</b> 9	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 20%

**Syllabus Outcomes:**

**MAO-WM-01** - develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing, and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly

**MA5-GEO-C-01**- identifies and applies the properties of similar figures and scale drawings to solve problems

**Task Description:**

This is a take home assessment task.

Drawing a house to scale ensures an accurate representation of the building's dimensions and layout. This is crucial for architects, builders, and other professionals to understand the spatial relationships within the structure.

In this assessment task, you will use a provided scaffold to design a one-story house using scale.

You will be required to:

- provide a room list and layout
- choose an appropriate scale
- include scaled furniture
- write a rationale, justifying your room placements and sizes

**Assessment Task Support Information:**

- you will sign the document register to acknowledge receipt of this notification
- if you are absent on the due date, you must provide appropriate documentation (for example, Medical Certificate/Illness/Misadventure Form)

*Any RoSA student who does not submit this task will be placed on the campus N determination register*

**To do well in this assessment task I must:**

- have the equipment required to complete this task: pen, pencil, ruler, calculator
- answer all sections
- use appropriate formulae and terminology
- use appropriate mathematical language to communicate reasoning, explain solutions and justify results

Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>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.</li> </ul>
B	<ul style="list-style-type: none"> <li>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.</li> </ul>
C	<ul style="list-style-type: none"> <li>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.</li> </ul>
D	<ul style="list-style-type: none"> <li>the student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.</li> </ul>
E	<ul style="list-style-type: none"> <li>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.</li> </ul>



**BERKELEY VALE CAMPUS  
MATHEMATICS ASSESSMENT TASK**

**Due Date:** Term 2 Week 10

<b>Title:</b> Triangles, Prisms and Cylinders		<b>Teacher Name:</b>	
<b>Year:</b> 9	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 30%

**Syllabus Outcomes:**

**MAO-WM-01-** develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing, and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly

**MA5-TRG-C-01-** applies trigonometric ratios to solve right-angled triangle problems

**MA5-LIN-C-01-** determines the midpoint, gradient, and length of an interval, and graphs linear relationships, with and without digital tools

**MA5-ARE-C-01-** solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids

**MA5-VOL-C-01-** solves problems involving the volume of composite solids consisting of right prisms and cylind

**Task Description:**

This will be an in-class examination.

You will be required to demonstrate your ability to solve routine and non-routine measurement problems involving:

- Trigonometry
- Linear Relationships
- Area and Surface Area
- Volume

**Websites that can assist you include:**

- MathsOnline
- Khan Academy

**Assessment Task Support Information:**

- you will sign the document register to acknowledge receipt of this notification
- if you are absent on the due date, you must provide appropriate documentation (for example, Medical Certificate/Illness/Misadventure Form)

*Any RoSA student who does not submit this task will be placed on the campus N determination register*

**To do well in this assessment task I must:**

- **have the equipment required to complete this task:** pen, pencil, ruler, calculator
- answer all sections
- use appropriate formulae and terminology
- use appropriate mathematical language to communicate reasoning, explain solutions and justify results



# PDHPE

Includes:

Child Studies

PASS





<b>Title:</b> Healthy Mind, Healthy Body		<b>Teacher Name:</b>	
<b>Year:</b> 9	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 25%

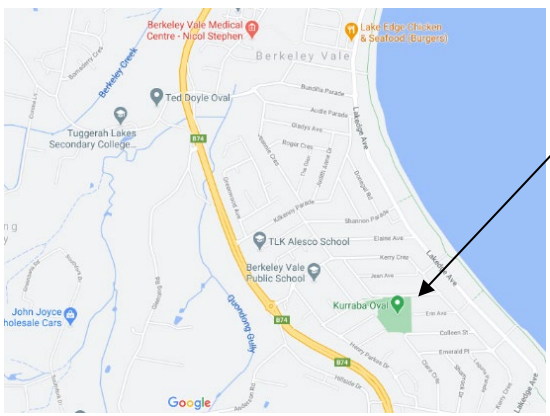
<b>Syllabus Outcomes:</b> <b>PD 5-6</b> critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity <b>PD 5-7</b> plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
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**Task Description:**

There are two components to this task. You will be required to research and identify physical activity facilities in your local community area and report on these health facilities.

**Part One Map**

- create an annotated map of your local area
- identify the physical activity facilities within a 3km radius of your house. Facilities can be in the form of outdoor/natural places, for example, parks, local pools, tennis courts, outdoor fitness equipment, golf course etc.
- if you are identifying an indoor fitness facility, you must state what this facility offers



Kurraba Oval  
Large oval, children playground, disabled access, suitable for all ages.

- The more detailed you can be, the more marks you will obtain
- The more zoomed in your map is, the easier it is to identify different areas
- Use Google Maps to assist you

**Part Two Report**

From your map select one facility and examine how it promotes health, safety and participation in physical activity. You need to:

- explain two barriers that could impact an individual's access to the facility
- discuss the effectiveness of the facility to promote physical activity that individuals can benefit from throughout their entire life

Both parts are to be submitted via Google Classroom by Friday midnight of the week it is due.

**Websites that can assist you include:**

- CalcMaps - <https://www.calcmaps.com/map-radius/>
- Map Developers - <https://www.mapdevelopers.com/draw-circle-tool.php>

**Assessment Task Support Information:**

- you will sign the document register to acknowledge receipt of this notification
- if you are absent on the due date, you must provide appropriate documentation (for example, Medical Certificate/Illness/Misadventure Form)

*Any RoSA student who does not submit this task will be placed on the campus N determination register*

**To do well in this assessment task I must:**

- complete all parts of this task
- submit my task on time
- remember to use TXXXC formal for my report

Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• very highly detailed map of their local area, including labels/descriptors detailing relevant physical activity facilities</li> <li>• outstanding explanation of two barriers within their local area using cause and effect language and highly effective examples to support their ideas</li> <li>• very highly detailed analysis of two facilities using judgement language to support the impact on individuals</li> <li>• well-structured responses</li> </ul>
B	<ul style="list-style-type: none"> <li>• a highly detailed map of their local area, including some labels/descriptors of relevant physical activity facilities</li> <li>• great explanation of two barriers within their local area using some cause and effect language and effective examples to support their ideas</li> <li>• detailed analysis of two facilities using some judgement language to support the impact on individuals</li> <li>• structured responses</li> </ul>
C	<ul style="list-style-type: none"> <li>• includes a map of their local area, however, is not clear in identifying physical activity facilities OR includes a map NOT in the local area</li> <li>• sound explanation of two barriers within their local area using little cause and somewhat effect language and effective examples to support their ideas OR includes a detailed explanation of one barrier within their local area</li> <li>• some facets of analysis on two facilities using little judgement language and minimal emphasis on the impact on individuals OR sound analysis on one facility within the local area</li> <li>• an attempt to structure logical response</li> </ul>
D	<ul style="list-style-type: none"> <li>• includes a map NOT in the local area and has little identification of physical activity facilities</li> <li>• basic explanation of one or two barriers within their local area using no cause and effect language and ineffective examples to support ideas</li> <li>• basic analysis on one or two facilities using no judgement language and no emphasis on the impact on individuals</li> <li>• the response is poorly structured</li> </ul>
E	<ul style="list-style-type: none"> <li>• includes a map with no identification of physical activities</li> <li>• very limited explanation of one or two barrier within their local area using no cause and effect language and ineffective examples to support their ideas</li> <li>• little to no analysis on one or two facilities using no judgement language and no emphasis on the impact on individuals but rather includes a short description of facilities</li> <li>• sentence structure is very limited</li> </ul>



**BERKELEY VALE CAMPUS  
PDHPE ASSESSMENT TASK**

**Due Date:** Term 1 Week 8-10

<b>Title:</b> Athletics		<b>Teacher Name:</b>	
<b>Year:</b> 9	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 25%

**Syllabus Outcomes:**

**PD5-4** refines, applies and transfers movement skills in a variety of dynamic physical activity contexts

**PD 5-11** transfers and adapts solutions to complex movement challenges

**Task Description:**

This task will require you to participate in practical lessons to the best of your ability.

Your teacher will observe your capabilities in the physical activity unit of work 'Athletics' that you have been studying this term.

You will be assessed on your throwing, jumping and locomotor skills in a variety of athletic disciplines and your ability to participate safely in the unit.

Your teacher will analyse and mark you on the following specific skill components:

**Throwing Skills - Shot Put, Discuss, Javelin** (Shot Put has been used as an example here)

- Correct hold - you hold the athletics equipment correctly focusing on grip and where the equipment is placed up on the neck for shot-put
- Angle of release - you aim at 39-45 degrees and understand why at that angle it will travel the furthest
- Correct arm technique - extend arm after throw, follow through after your throw and complete a full range of motion or extension
- Correct leg technique - you have correct stance in relation to the throw, side on, transferring power from the back leg to the front
- Safety - you perform and demonstrate safe movements throughout the skill and whilst others are participating

**Jumping Skills - High Jump**

- Frosby Flop technique to be used
- Take off - you run up and take off using your outside foot
- Approach - you aim to jump at the middle of the bar with a stable run and approach using inside leg to turn your body as you prepare to jump
- Curve back - you arch your back to clear over the bar lifting legs to clear the bar
- Landing – you land on your back
- Safety - you perform and demonstrate safe movements throughout the skill and whilst others are participating

**Locomotor Skills (100m)**

- Start – correct technique using track start
- Limb Action - opposite arms and legs move together
- Body Position - body slightly forward
- Finish - lean forward to finish line

You will be assessed on how well you:

- refine fundamental and specialised movement skills in predictable and dynamic learning situations
- demonstrate movement activities and skills
- transfer skills from one activity to another

**Assessment Task Support Information:**

- you will sign the document register to acknowledge receipt of this notification
- if you are absent on the due date, you must provide appropriate documentation (for example, Medical Certificate/Illness/Misadventure Form)

**Students will need to adhere to the most up to date government guidelines in relation to the hygiene regulations. Students with a medical certificate for a prolonged injury will be given an alternate task.**

*Any RoSA student who does not submit this task will be placed on the campus N determination register*

**To do well in this assessment task I must:**

- **have the equipment required to complete this task:** correct uniform (sport shorts, sport shirt and joggers)
- participate in all lessons to the best of my ability
- demonstrate my ability to successfully throw a shotput whilst using the correct technique

Grade	Marking Criteria – Throwing Skills
A	<ul style="list-style-type: none"> <li>• demonstrates an excellent skill technique, incorporating correct hold, angle of release, correct arm and leg techniques, in all 3 throws</li> <li>• no foul throws</li> <li>• follows the safety procedures set out by their teacher</li> </ul>
B	<ul style="list-style-type: none"> <li>• demonstrates a high skill technique, incorporating correct hold, angle of release, correct arm and leg techniques, in all 3 throws (minor positioning flaws)</li> <li>• or an excellent technique in 2 throws and sound in 1</li> <li>• follows the safety procedures set out by their teacher</li> </ul>
C	<ul style="list-style-type: none"> <li>• demonstrates a sound skill technique, incorporating correct hold, angle of release, correct arm and leg techniques, in all 3 throws</li> <li>• minor flaws in technique in 2 areas</li> <li>• demonstrates a mixture of basic and high technique across the throws</li> <li>• follows most of the safety procedures set out by their teacher</li> </ul>
D	<ul style="list-style-type: none"> <li>• demonstrates a basic skill technique in all 3 throws in relation to incorporating correct hold, angle of release, correct arm and leg techniques</li> <li>• consistently missing 2-3 elements of technique</li> <li>• demonstrates a mixture of limited and sound technique across the throws</li> <li>• follows some of the safety procedures set out by their teacher</li> </ul>
E	<ul style="list-style-type: none"> <li>• demonstrates very limited skill technique in all 3 throws in relation to incorporating correct hold, angle of release, correct arm and leg techniques</li> <li>• consistently missing 3-4 elements of technique</li> <li>• fails to follow the safety procedure set out by their teacher</li> </ul>

Grade	Marking Criteria – High Jump
A	<ul style="list-style-type: none"> <li>• demonstrates an excellent skill technique of the Fosbury Flop, incorporating the correct take off, approach, back arch and landing</li> <li>• completes skills with flow and without error</li> <li>• follows the safety procedures set out by their teacher</li> </ul>
B	<ul style="list-style-type: none"> <li>• demonstrates a high skill technique in the Fosbury Flop, incorporating the correct take off, approach, back arch and landing</li> <li>• completes skills, with good coordination and very few errors</li> <li>• follows the safety procedures set out by their teacher</li> </ul>

C	<ul style="list-style-type: none"> <li>demonstrates a sound skill technique in the Frosby Flop, incorporating the correct take off, approach, back arch and landing</li> <li>usually shows correct technique and very good technique across the jumps</li> <li>follows most of the safety procedures set out by their teacher</li> </ul>
D	<ul style="list-style-type: none"> <li>demonstrates a basic skill technique in the Frosby Flop, incorporating the correct take off, approach, back arch and landing</li> <li>consistently missing 2-3 elements of technique across the jumps</li> <li>follows some of the safety procedures set out by their teacher</li> </ul>
E	<ul style="list-style-type: none"> <li>demonstrates very limited skill technique in the Frosby Flop, incorporating the correct take off, approach, back arch and landing</li> <li>consistently missing 3-4 elements of technique</li> <li>fails to follow the safety procedures set out by their teacher</li> </ul>

Grade	Marking Criteria – 100m Sprint
A	<ul style="list-style-type: none"> <li>demonstrates an excellent skill technique in running incorporating correct starting position, opposite arm and leg action and body position</li> <li>completes with flow and without error</li> <li>follows the safety procedures set out by their teacher</li> </ul>
B	<ul style="list-style-type: none"> <li>demonstrates a high skill technique in running (minor positioning flaws) incorporating correct starting position, opposite arm and leg action and body position</li> <li>completes skills, with good coordination and very few errors</li> <li>follows the safety procedures set out by their teacher</li> </ul>
C	<ul style="list-style-type: none"> <li>demonstrates a sound skill technique in running incorporating correct starting position, opposite arm and leg action and body position</li> <li>usually shows correct technique and very good technique</li> <li>follows most of the safety procedures set out by their teacher</li> </ul>
D	<ul style="list-style-type: none"> <li>demonstrates a basic skill technique in running incorporating correct starting position, opposite arm and leg action and body position</li> <li>consistently missing 2-3 elements of technique across the run</li> <li>follows some of the safety procedures set out by their teacher</li> </ul>
E	<ul style="list-style-type: none"> <li>demonstrates very limited skill technique in running incorporating correct starting position, opposite arm and leg action and body position</li> <li>consistently missing 3-4 elements of technique</li> <li>fails to follow the safety procedures set out by their teacher</li> </ul>



**BERKELEY VALE CAMPUS**  
**CHILD STUDIES ASSESSMENT TASK**

**Due Date:** Term 1 Week 9

<b>Title:</b> Newborn Nesting		<b>Teacher Name:</b>	
<b>Year:</b> 9	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 30%

**Syllabus Outcomes:**

- CS5-9** analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
- CS5-11** analyses and compares information from a variety of sources to develop an understanding of child growth and development

**Task Description:**

**Part One - Nursery Preparation (35 Marks)**

You are 6 months pregnant and need to set up your nursery. You need to research essential equipment and items required to set up a safe and creative new-born baby nursery and complete the following:

1. Design a collage of pictures that showcase your dream nursery **(3 marks)**
2. Create a detailed list of your essential equipment and items (25 items) and describe why you chose to purchase them. You have a budget of \$2500. This will include furniture and all things you would need up until the baby is 3 months old. Think about where you could get discounted, second-hand or gifted products. **(25 marks)**

You need to include the following:

Item Name	Item Description	Exact Price	Where it is from?	Why you choose to buy this item?

Research a range of places where you can source items for a new-born. Discuss (**recognise and name, list characteristics, give examples**) the advantages and disadvantages of retail shops, gifted or second-hand items and community based websites such as gumtree or Facebook marketplace. **(7 marks)**

**Part Two – Parenting Philosophy (10 Marks)**

Whilst you are pregnant, you will often have conversations with your partner about the type of parent you would like to be, your values, your beliefs, the rules you will set your children and how you want to behave around your children.

You need to write a one-page philosophy explaining the type of parent you wish to be and why. It should include:

- naming a parenting style (this can be one of the four we learn in class, a combination of styles or a completely different style you research)
- an outline specific characteristics of your style
- examples of how you would handle a discipline, examples of rules you may have in place, examples of different practices you may
- reasons why you chose this style
- cause and effect on how this will help the relationship between parents and child

Both parts are to be submitted to Google Classroom by Friday midnight of the week it is due.

**Assessment Task Support Information:**

- you will sign the document register to acknowledge receipt of this notification
  - if you are absent on the due date, you must provide appropriate documentation (for example, Medical Certificate/Illness/Misadventure Form)
- Any RoSA student who does not submit this task will be placed on the campus N determination register*

**To do well in this assessment task I must:**

- complete all sections of the task description
- use paragraphs for you philosophy
- understand I will receive zero if I fail to submit both parts by the due date

Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• collage is presented to a very high quality with 20 + pictures</li> <li>• 25 items listed outlining cost, description and where its purchased from.</li> <li>• very detailed description of why each item was chosen – including giving examples of benefits.</li> <li>• extensively discusses advantages and disadvantages, including giving examples, of various retail sources</li> <li>• names and extensively outlines preferred parenting style including specific characteristics and reasons for choice</li> <li>• extensively explains real life examples of using the parenting style in discipline situations including showing cause and effect of how this would benefit the parent-child relationship</li> </ul>
B	<ul style="list-style-type: none"> <li>• collage is presented to a high quality with 15-20 pictures</li> <li>• 20-25 items listed outlining cost, description and where its purchased from.</li> <li>• detailed description of why each item was chosen</li> <li>• thoroughly discusses advantages and disadvantages of various retail sources</li> <li>• names and thoroughly outlines preferred parenting style including specific characteristics and reasons for choice</li> <li>• thoroughly explains real life examples of using the parenting style in discipline situations including how this would benefit the parent-child relationship</li> </ul>
C	<ul style="list-style-type: none"> <li>• collage is presented with 10-15 pictures</li> <li>• 15-20 items listed outlining cost, description and where its purchased from.</li> <li>• description of why each item was chosen</li> <li>• sound outline of advantages and disadvantages of various retail sources</li> <li>• names and outlines preferred parenting style including specific characteristics and reasons for choice</li> <li>• sound explanation of real life examples of using the parenting style in discipline situations including brief outline of how it may benefit the parent-child relationship</li> </ul>
D	<ul style="list-style-type: none"> <li>• collage is presented with 5-10 pictures</li> <li>• 10-15 items listed outlining cost, description and where its purchased from.</li> <li>• basic description of why each item was chosen</li> <li>• basic outline of advantages and disadvantages of various retail sources</li> <li>• names and outlines preferred parenting style and reasons for choice</li> <li>• basic explanation of real life examples of using the parenting style in discipline situations</li> </ul>
E	<ul style="list-style-type: none"> <li>• collage is presented with 5 or less pictures, or no collage presented</li> <li>• less than 10 items listed outlining cost, description and where its purchased from.</li> <li>• very limited or no description of why each item was chosen</li> <li>• very limited or no outline of advantages and disadvantages of various retail sources</li> <li>• names preferred parenting style and limited or no reasons for choice</li> <li>• very limited or no explanation of real life examples of using the parenting style in discipline situations</li> </ul>





**BERKELEY VALE CAMPUS  
CHILD STUDIES ASSESSMENT TASK**

**Due Date:** Term 2 Week 9

<b>Title:</b> Parenting Support Services		<b>Teacher Name:</b>	
<b>Year:</b> 9	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 30%

**Syllabus Outcomes:**

**CS5-5** evaluates strategies that promote the growth and development of children

**CS5-8** evaluates the role of community resources that promote and support the wellbeing of children and families

**Task Description:**

There are two components to this task.

**Part One Research Task (10 marks)**

- identify three support resources available on the Central Coast for pregnant women
- describe the services they offer
- evaluate their benefits for an expecting mother

**Part Two Proposal and Presentation (20 marks)**

Many pregnant mothers require support in a variety of areas and often seek to find it online or in person. This support could be in many different areas such as safe pregnancy exercise, being a first-time mum, connecting with other mums, or an online forum to answer the numerous questions they have running through their head. Your task is to develop a support group aimed at support expecting mothers in one of these potential areas.

Once you have your support group you need to develop a proposal to submit to Central Coast Council for approval. Your proposal must include:

- name of the support group
- aim of the support group
- outline and structure of the support group - how the group will run including venue, times, dates/days, session outlines?
- facilitator information – who will be running the group?
- costing – outgoing costs of the group (venue hire, food, equipment, uniforms etc.) and costs for pregnant mothers to join (if any)
- funding required (if any) with a breakdown of where funding will be spent

You will also give a 1-2 minute presentation on your proposal of your support group.

The proposal and research task must be submitted on Google Classroom by midnight Friday of the week it is due. You will be told the lesson that you will be presenting. Depending on class size, this may not necessarily be the due date.

**Assessment Task Support Information:**

- you will sign the document register to acknowledge receipt of this notification
- if you are absent on the due date, you must provide appropriate documentation (for example, Medical Certificate/Illness/Misadventure Form)

*Any RoSA student who does not submit this task will be placed on the campus N determination register*

**To do well in this assessment task I must:**

- complete all sections of the task description – both the research task and proposal presentation
- use appropriate terminology
- use the marking guidelines to develop my assessment

Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• extensive evidence of research on local support services on the Central Coast</li> <li>• evaluates in extensive detail the benefits of local support services for an expecting mother</li> <li>• outlines in extensive detail the name, aim, organisation, costing and funding of their newly devised support group</li> <li>• develops an extensive and well written proposal</li> <li>• presentation is 2 minutes in length</li> </ul>
B	<ul style="list-style-type: none"> <li>• thorough evidence of research on local support services on the Central Coast</li> <li>• evaluates in thorough detail the benefits of local support services for an expecting mother</li> <li>• outlines in thorough detail the name, aim, organisation, costing and funding of their newly devised support group</li> <li>• develops a thorough and well written proposal</li> <li>• presentation is 1.30 – 2 minutes in length</li> </ul>
C	<ul style="list-style-type: none"> <li>• sound evidence of research on local support services on the Central Coast</li> <li>• evaluates in sound detail the benefits of local support services for an expecting mother</li> <li>• outlines in sound detail the name, aim, organisation, costing and funding of their newly devised support group</li> <li>• develops a sound and well written proposal</li> <li>• presentation is 1.30 minutes in length</li> </ul>
D	<ul style="list-style-type: none"> <li>• basic evidence of research on local support services on the Central Coast</li> <li>• evaluates in basic detail the benefits of local support services for an expecting mother</li> <li>• outlines in basic detail the name, aim, organisation, costing and funding of their newly devised support group</li> <li>• develops a basic and well written proposal</li> <li>• presentation is 30 seconds – 1 minute in length</li> </ul>
E	<ul style="list-style-type: none"> <li>• very limited or incomplete evidence of research on local support services on the Central Coast</li> <li>• evaluates in very limited detail the benefits of local support services for an expecting mother</li> <li>• outlines in very limited detail the name, aim, organisation, costing and funding of their newly devised support group</li> <li>• develops a very limited and well written proposal</li> <li>• presentation is not completed or under 30 seconds in length</li> </ul>



**BERKELEY VALE CAMPUS  
PASS ASSESSMENT TASK**

**Due Date:** Term 1 Week 8

<b>Title:</b> Issues in Sport		<b>Teacher Name:</b>	
<b>Year:</b> 9	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 25%

**Syllabus Outcomes:**

**PASS5-3** discusses the nature and impact of historical and contemporary issues in physical activity and sport  
**PASS5-4** analyses physical activity and sport from personal, social and cultural perspectives

**Task Description:**

This task expands on the information provided in class and provides a more in-depth coverage of one topic in 'Issues in Sport'. Students will gain experience in researching, analysing and manipulating current information for a refined and comprehensive classroom presentation.

In pairs research ONE of the 3 topic areas listed below:

- woman in sport
- violence in sport
- racism in sport

1. Choose one of the listed issues in sport
2. Choose an athlete associated with the chosen topic
3. Conduct research into the athlete with a focus on the following areas:
  - Slide 1 – outline (recognise and name) the history of the athlete
  - Slide 2 – discuss (recognise and name, characteristics, examples) the chosen issue in relation to your athlete (*when and where did it occur?*)
  - Slide 3 - analyse (recognise and name, characteristics, examples, cause and effect, impact) how the issue impacts the athlete?
  - Slide 4 - analyse (recognise and name, characteristics, examples, cause and effect, impact) how the issue impacts the sport
  - Slide 5 - complete an extensive bibliography using a variety of sources
4. Present your research in a 5 minute presentation using a technology based program, for example, PowerPoint or prezi to the class

Your presentation is to be submitted on Google Classroom by Monday 8:24am Week 8 Term 1.

**Assessment Task Support Information:**

- you will sign the document register to acknowledge receipt of this notification
- if you are absent on the due date, you must provide appropriate documentation (for example, Medical Certificate/Illness/Misadventure Form)

*Any RoSA student who does not submit this task will be placed on the campus N determination register*

**To do well in this assessment task I must:**

- use relevant terminology and reliable sources that discusses my chosen issue in sport
- research relevant and appropriate examples and or case studies
- complete a comprehensive bibliography
- engage the target audience with outstanding presentation skills

Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• researched extensively from a variety of resources, incorporating current developments</li> <li>• relevant case study chosen</li> <li>• outlines in extensive detail the historical perspective, factors influencing the issue, current impacts and further perspectives relating to spectators, athletes and society</li> <li>• information has been analysed and evaluated in detail</li> <li>• class presentation is engaging, interesting and very informative</li> </ul>
B	<ul style="list-style-type: none"> <li>• researched thoroughly from a variety of resources, incorporating current developments</li> <li>• relevant case study chosen</li> <li>• outlines in thorough detail the historical perspective, factors influencing the issue, current impacts and further perspectives relating to spectators, athletes and society</li> <li>• evidence of analysis and evaluation of information</li> <li>• class presentation is interesting and informative</li> </ul>
C	<ul style="list-style-type: none"> <li>• researched from a variety of resources, incorporating current developments</li> <li>• relevant case study chosen</li> <li>• an attempt at analysis and evaluation of information</li> <li>• outlines in some detail the historical perspective, factors influencing the issue, current impacts and further perspectives relating to spectators, athletes and society</li> <li>• class presentation is mostly interesting and informative</li> </ul>
D	<ul style="list-style-type: none"> <li>• researched from at least 2 resources, incorporating some information about a current development</li> <li>• basic description of the information and little relevance of chosen case study</li> <li>• lists in the historical perspective, factors influencing the issue, current impacts and further perspectives relating to spectators, athletes and society</li> <li>• some attempt to make the class presentation interesting and informative</li> </ul>
E	<ul style="list-style-type: none"> <li>• very limited research, with no information about a current development</li> <li>• no case study chosen or little relevance of chosen case study</li> <li>• elementary description rather than analysis and evaluation of information</li> <li>• very limited information about the historical perspective, factors influencing the issue, current impacts and further perspectives relating to spectators, athletes and society</li> <li>• very little attempt to make the class presentation interesting or informative</li> </ul>



**BERKELEY VALE CAMPUS  
PASS ASSESSMENT TASK**

**Due Date:** Term 1 Week 10

<b>Title:</b> World Games		<b>Teacher Name:</b>	
<b>Year:</b> 9	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 25%

**Syllabus Outcomes:**

**PASS5-5** demonstrates actions and strategies that contribute to active participation and skillful performance

**PASS5-7** works collaboratively with others to enhance participation, enjoyment and performance

**Task Description:**

This task will require you to participate in the World Games Unit to the best of your ability.

Your teacher will assess your skills in the following areas:

**Offensive Skills (5 Marks)**

- Finds, utilises and creates space
- Maintains possession in pressure situations
- Progresses the ball using a variety of approaches

**Defensive Skills (5 Marks)**

- Operates effectively to shut down opposition
- Can read play and force opposition error
- Regularly intercepts and dispossesses the opposition

**Game Awareness Skills (5 Marks)**

- Consistently involved and enthusiastic
- Can design and utilise tactics to improve team performance
- Displays excellent knowledge of the game

**Safety and Teamwork (10 Marks)**

- Performs and demonstrates safe movements throughout the skill
- Always positive and encourages team mates
- Works collaboratively with others to enhance participation, enjoyment and performance

**Websites that can assist you include:**

Get Skilled Get Active: <https://goo.gl/Ptgmlm>

**Assessment Task Support Information:**

- you will sign the document register to acknowledge receipt of this notification
- if you are absent on the due date, you must provide appropriate documentation (for example, Medical Certificate/Illness/Misadventure Form)

*Any RoSA student who does not submit this task will be placed on the campus N determination register*

**To do well in this assessment task I must:**

- **have the equipment required to complete this task:** the correct uniform (sport shorts, sport shirt and joggers)
- refine fundamental and specialised movement skills in predictable and dynamic learning situations
- demonstrate movement activities and skills
- transfer skills from one activity to another
- participate in all lessons

Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• passes and receives with a very high degree of accuracy and consistency and utilises a variety of techniques to achieve success. Maintains possession in pressure situations and can progress the ball using a variety of approaches against organised and intense defence. Finds, utilises and creates space for themselves and others</li> <li>• can operate effectively individually or as part of a team to shut down the opposition attack in most game situations. Can anticipate well and force opposition errors. Regularly intercepts and dispossesses the opposition. Takes initiative on occasions when opposition appears likely to score</li> <li>• constantly involved and enthusiastic. Always positive and encourages teammates. Displays an excellent knowledge of the game. Can design and utilise creative and effective tactics and strategies in attack and defence to improve team performance</li> <li>• consistently follows the safety procedures set out by the teacher</li> </ul>
B	<ul style="list-style-type: none"> <li>• passes and receives successfully in most game situations and occasionally improvises. Maintains possession in all game situations and has the skill to progress the ball through organised opposition defences. Displays the ability to find and use space. Contributes significantly to team attack in all areas of the field/court</li> <li>• moves positively in defence and shows awareness of other team members to restrict opposition attack in most game situations. Can anticipate some opposition plays resulting in intercepts and changes of possession. Can use different defensive patterns depending on circumstances</li> <li>• regularly involved and enthusiastic. Always positive and encourages teammates. Displays a good knowledge of the game. Can utilise tactics and strategies in attack and defence to improve team performance</li> <li>• follows the safety procedures set out by the teacher</li> </ul>
C	<ul style="list-style-type: none"> <li>• passes successfully to the target on most occasions and receives successfully when under a little or no pressure. Maintains possession in most situations and can progress the ball through simple opposition defences. Displays the ability to find space to receive a pass but limited ability to create space for supporting players. Contributes regularly to attacking play</li> <li>• can position themselves to restrict opposition attack in simple situations but rarely anticipates opposition movements. Intercepts successfully when in correct position and can dispossess unaware players. Makes some effort in defence and on transition</li> <li>• sometimes involved, enthusiastic and cooperative. Provides some support to teammates. Understands the game, knows and respects the rules but limited understanding of complex strategies and tactics</li> <li>• follows the majority of the safety procedures set out by the teacher</li> </ul>
D	<ul style="list-style-type: none"> <li>• passes with some accuracy and power and receives good passes successfully when not under pressure. Maintains possession in simple and predictable situations and can progress the ball in small stages down the court or field. Takes some advantage of the available space but cannot create or utilise space effectively. Has minimal involvement in the activity</li> <li>• positioning provides simple opposition offensive opportunities. Rarely intercepts or dispossesses opposition player. Makes contact with the attack only when necessary and remains stationary for lengthy periods. Displays limited ability to anticipate opposition and adapt to transitional phases in the game</li> <li>• basic involvement in game and rarely communicates or provides positive support and encouragement for team members. Basic knowledge and application of strategies, tactics and rules</li> <li>• follows the basic safety procedures set out by the teacher</li> </ul>
E	<ul style="list-style-type: none"> <li>• passes with very limited accuracy and power and receives some passes successfully when not under pressure. Maintains possession in simple and predictable situations and can sometimes progress the ball in small stages down the court or field. Takes no advantage of the available space but cannot create or utilise space effectively. Has limited involvement in the activity</li> <li>• positioning provides very limited opposition and offensive opportunities. Rarely intercepts or dispossesses opposition player. Makes no contact with the attack. Displays basic ability to anticipate opposition and adapt to transitional phases in the game</li> <li>• very limited involvement in game and rarely communicates or provides positive support and encouragement for team members. Limited knowledge and application of strategies, tactics and rules</li> <li>• follows the minimal safety procedures set out by the teacher</li> </ul>

# SCIENCE

Includes:

Marine Studies





## BERKELEY VALE CAMPUS SCIENCE ASSESSMENT TASK

Due Date: Term 1 Week 6

<b>Title:</b> Disease Speech		<b>Teacher Name:</b>	
<b>Year:</b> 9	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 25%

### Syllabus Outcomes:

- SC5-9WS** presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
- SC5-14LW** analyses interactions between components and processes within biological systems
- SC5-15LW** explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society

### Task Description:

This task requires you to work in pairs to research an infectious or non-infectious disease, create a poster and present the information as a speech to the class.

#### Speech

The presentation needs to be two minutes long and must include the areas outlined below. Your group's speech needs to be informative, interesting and logical so that other members of the class can gain a reasonable understanding of the topic.

It should contain at least the following information: (tick when completed)

- name of the disease (for example, chicken pox, dementia)
- identify the cause of the disease (for example, virus, bacteria, genetic, environmental factor)
- describe the symptoms of the disease (for example, rash, vomiting, memory loss)
- discuss the treatments for the disease (for example, antibiotics, asthma puffer, chemotherapy, etc)
- describe how the disease may be prevented (for example, hygiene, vaccination, diet, exercise)
- identify two unique facts about the disease (for example, who discovered it? does it occur in Australia)

#### Presentation

The presentation needs to be in your own words and should demonstrate your understanding of the topic. Your group will need to use Google Slides to collaboratively complete your presentation. Each member of

Your presentation must contain at least the following information: (tick when completed)

- a summary of the information researched for your speech (listed above)
- at least two relevant images or diagrams
- bibliography (where you got your information)

### Assessment Task Support Information:

- you will sign the document register to acknowledge receipt of this notification
- if you are absent on the due date, you must provide appropriate documentation (for example, Medical Certificate/Illness/Misadventure Form)

*Any RoSA student who does not submit this task will be placed on the campus N determination register*

### To do well in this assessment task I must:

- rehearse my presentation
- use my research skills effectively and utilise reliable sources
- work collaboratively with my partner



Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• has an extensive knowledge and understanding of the content and can readily apply this knowledge</li> <li>• has achieved a very high level of competence in the processes and skills and can apply these skills to new situations</li> </ul>
B	<ul style="list-style-type: none"> <li>• has a thorough knowledge and understanding of the content and is able to apply this knowledge and these skills to most situations</li> <li>• has achieved a high level of competence in the processes and skills</li> </ul>
C	<ul style="list-style-type: none"> <li>• has a sound knowledge and understanding of the main areas of the content</li> <li>• has achieved an adequate level of competence in the processes and skills</li> </ul>
D	<ul style="list-style-type: none"> <li>• has a basic knowledge and understanding of the content</li> <li>• has achieved a limited level of competence in the processes and skills</li> </ul>
E	<ul style="list-style-type: none"> <li>• has an elementary knowledge and understanding in few areas of the content</li> <li>• has achieved very limited competence in some of the processes and skills</li> </ul>



## BERKELEY VALE CAMPUS SCIENCE ASSESSMENT TASK

Due Date: Term 2 Week 1

<b>Title:</b> Atom Model		<b>Teacher Name:</b>	
<b>Year:</b> 9	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 25%

### Syllabus Outcomes:

- SC5 – 9WS** presents scientific ideas and evidence for a particular purpose and to a specific audience, using appropriate language, conceptions and representations
- SC5 – 16CW** explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
- SC5 – 17CW** discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

### Task Description:

You will have one week to work on a plan for this task. After that time, you must bring the task to school where it will be assessed by one of your peers. The draft is worth 5% of the overall mark.

You will then have two more weeks to continue working on the task based on the feedback you receive. It will be reassessed by your classroom teacher using the marking criteria provided. The final is worth 95% of the overall mark.

#### Part 1 (tick when completed)

- Build a 3D model of a single atom of an element from the Periodic Table listed below:
  - Carbon, Nitrogen, Oxygen, Neon, Sodium, Magnesium, Aluminium, Chlorine or Argon.

Your model should correctly show:

- The location of the electrons in their appropriate shells.
- The position of the neutrons in the nucleus.
- The position of the protons in the nucleus.

#### Part 2 (tick when completed)

Create a Google slides presentation which includes:

- Identify 3 other elements from the same group of the periodic table.
- Explain why these elements have similar properties to your chosen element.
- Discuss 2 uses for your chosen element or any other element in the same group.
- Explain the benefits of this element to society.

#### Part 3

You will peer-assess another student's draft and final assessment task. You will be given a marking criteria to follow and must provide feedback in the form of a PMI table.

### Assessment Task Support Information:

- you will sign the document register to acknowledge receipt of this notification
- if you are absent on the due date, you must provide appropriate documentation (for example, Medical Certificate/Illness/Misadventure Form)

*Any RoSA student who does not submit this task will be placed on the campus N determination register*

### To do well in this assessment task I must:

- collaborate with classmates to conduct an effective peer-assessment
- submit a draft on time
- use my creativity to create an informative model

Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• applies extensive knowledge and understanding of scientific models, theories and laws, and about the nature, use and influence of science</li> <li>• communicates comprehensive understanding of scientific ideas, and related evidence for a particular purpose and audience using scientific units, language conventions and text types</li> </ul>
B	<ul style="list-style-type: none"> <li>• applies thorough knowledge and understanding of scientific models, theories and laws, and about the nature, use and influence of science</li> <li>• communicates well-developed understanding of scientific ideas to an audience using scientific units and language conventions</li> </ul>
C	<ul style="list-style-type: none"> <li>• demonstrates sound knowledge and understanding of scientific models, theories and laws, and about the nature, use and influence of science</li> <li>• communicates sound understanding of scientific ideas to an audience</li> </ul>
D	<ul style="list-style-type: none"> <li>• demonstrates basic knowledge and understanding of scientific models, theories and laws, and about the use and influence of science</li> <li>• communicates basic scientific understanding to an audience</li> </ul>
E	<ul style="list-style-type: none"> <li>• demonstrates elementary knowledge and understanding of some scientific principles, and about some uses of science</li> <li>• with guidance, communicates elementary scientific information to an audience</li> </ul>



**BERKELEY VALE CAMPUS  
MARINE STUDIES ASSESSMENT TASK**

**Due Date:** Term 1 Week 7

<b>Title:</b> Practical and Theory Examination		<b>Teacher Name:</b>	
<b>Year:</b> 9	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 35%

**Syllabus Outcomes:**

**MAR5-10** demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations

**MAR5-14** recalls aspects of the marine environment using relevant conventions, terminology and symbols

**Task Description:**

In this assessment, students will need to demonstrate their understanding by completing a theory examination as well as a practical assessment of marine related skills.

The theory examination of 20 first aid questions will cover the areas of;

- water safety
- general first aid

In the practical component of the assessment, students will need to demonstrate;

- safe water practices (CPR)
- treatment of basic first aid procedures (treating breaks or bleeding)

**Assessment Task Support Information:**

- you will sign the document register to acknowledge receipt of this notification
- if you are absent on the due date, you must provide appropriate documentation (for example, Medical Certificate/Illness/Misadventure Form)

*Any RoSA student who does not submit this task will be placed on the campus N determination register*

**To do well in this assessment task I must:**

- be attentive during class to understand the basics of CPR and treatment of basic first aid
- complete all classwork to the best of my ability

Grade	Marking Criteria
A	<ul style="list-style-type: none"><li>the student has 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.</li></ul>
B	<ul style="list-style-type: none"><li>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.</li></ul>
C	<ul style="list-style-type: none"><li>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.</li></ul>
D	<ul style="list-style-type: none"><li>the student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.</li></ul>
E	<ul style="list-style-type: none"><li>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.</li></ul>



**BERKELEY VALE CAMPUS  
MARINE STUDIES ASSESSMENT TASK**

**Due Date:** Term 2 Week 6

<b>Title:</b> Sharks ICT Presentation		<b>Teacher Name:</b>	
<b>Year:</b> 9	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 30%

**Syllabus Outcomes:**

**MAR5-3** identifies, describes and evaluates the effects humans have had on the marine environment

**MAR5-7** identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment

**Task Description:**

You will need to choose one of the following sharks; Grey Nurse, Bull Shark, Great White Shark, Mako Shark Hammerhead or Tiger Shark. You will then need to research and construct an ICT presentation using Google Slides or CANVA based on the following points.

**Section 1: Biology of a Shark**

- Identify parts of the shark
- Describe each of the shark's senses
- Discuss how the shark's jaws and teeth determine what it eats
- Growth rate
- Reproduction and breeding cycles

**Section 2: Shark Behaviour**

- Describe the shark's habitat and indicate on a map its distribution
- Identify a predator of your chosen shark
- Identify a symbiotic relationship between your chosen shark and another marine creature
- Indicate on a map 3 recent shark attacks
- Explain how 1 of the following technologies helps to prevent shark attacks
  - beach netting
  - drones
  - smart drum lines
  - surfer shark guard
- Explain how the commercial use of the shark-fin soup impacts on shark numbers

**Assessment Task Support Information:**

- you will sign the document register to acknowledge receipt of this notification
- if you are absent on the due date, you must provide appropriate documentation (for example, Medical Certificate/Illness/Misadventure Form)

*Any RoSA student who does not submit this task will be placed on the campus N determination register*

**To do well in this assessment task I must:**

- use my research skills effectively utilizing reliable sources
- be creative when building an informative Google Slides or CANVA presentation

Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• extensive knowledge and understanding of the content and can readily apply this knowledge</li> <li>• achieved a very high level of competence in the processes and skills and can apply these skills to new situations</li> </ul>
B	<ul style="list-style-type: none"> <li>• thorough knowledge and understanding of the content</li> <li>• achieved a high level of competence in the processes and skills and is able to apply this knowledge and these skills to most situations</li> </ul>
C	<ul style="list-style-type: none"> <li>• sound knowledge and understanding of the main areas of content</li> <li>• achieved an adequate level of competence in the processes and skills</li> </ul>
D	<ul style="list-style-type: none"> <li>• basic knowledge and understanding of the content</li> <li>• achieved a limited level of competence in the processes and skills</li> </ul>
E	<ul style="list-style-type: none"> <li>• elementary knowledge and understanding in few areas of the content</li> <li>• achieved very limited competence in some of the processes and skills</li> </ul>

# TAS

Includes:

Agricultural Technology

Food Technology

Industrial Technology Building and Construction

Industrial Technology Metal

Industrial Technology Timber







**BERKELEY VALE CAMPUS  
AGRICULTURAL TECHNOLOGY  
ASSESSMENT TASK**

**Due Date:** Term 1 Week 9

<b>Title:</b> Careers in Agriculture		<b>Teacher Name:</b>	
<b>Year:</b> 9	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 20%

**Syllabus Outcomes:**

**AG5-3-** explains the interactions within and between the agricultural sector and Australia's economy, culture and society

**Task Description:**

You are required to complete a Google Slide presentation on a career relating to Agribusiness. Your teacher will supply you with a list of careers in Agribusiness to use, or you can use a career of your choosing (make sure you speak to your teacher if choosing your own).

Use the points below to assist you in scaffolding your presentation.

- **Outline** what interests you about this career?
- **Outline** two high school subjects would you recommend to someone thinking of pursuing a career in your chosen occupation
- **Explain** which TAFE or University course you need OR would be beneficial for this career
- **Explain** the contributions this career makes to Australia's economy and how your chosen profession interacts with the Agricultural sector
- **Outline** what part of Australia would you typically live in if you were employed in this career
- **Discuss** the employment prospects for this career? (E.g., Is there a growing demand? Are there few jobs?)
- **Describe** how this career has changed over the past 50 years
- **Analyse** the prospects for this occupation, for example, will it exist in 20 years? Is technology likely to make the job redundant? (Use evidence to support your argument, for example, statistics to show the growth or the decline of the job)
- **Evaluate** ways this career path could contribute to either, improved sustainability OR improved animal welfare outcomes OR improved economic outcomes for Agriculture

**Assessment Task Support Information:**

- you will sign the document register to acknowledge receipt of this notification
- if you are absent on the due date, you must provide appropriate documentation (for example, Medical Certificate/Illness/Misadventure Form)

*Any RoSA student who does not submit this task will be placed on the campus N determination register*

**To do well in this assessment task I must:**

- understand the highlighted NESA key words (eg. outline, explain, discuss, describe, analyse, evaluate)
- ensure the points stated above are addressed
- present my findings in full sentences
- use appropriate agricultural terminology
- submit all work by the required due date

Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• extensive knowledge of agriculture an interaction withing Australia’s economy and society</li> <li>• all points addressed to an exceptional standard</li> <li>• outstanding presentation skills with a visually pleasing Google Slides, including images and appropriate formatting</li> <li>• evidence of extensive understanding of the NESAs key words</li> </ul>
B	<ul style="list-style-type: none"> <li>• thorough knowledge of agriculture an interaction within Australia’s economy and society</li> <li>• all points addressed to a high standard</li> <li>• thorough presentation skills with visually pleasing Google Slides, including images and appropriate formatting</li> <li>• evidence of thorough understanding of the NESAs key words</li> </ul>
C	<ul style="list-style-type: none"> <li>• sound knowledge of agriculture an interaction withing Australia’s economy and society</li> <li>• all or most points addressed to a satisfactory standard</li> <li>• sound presentation skills with Google Slides including images and appropriate formatting</li> <li>• evidence of sound understanding of the NESAs key words</li> </ul>
D	<ul style="list-style-type: none"> <li>• basic knowledge of agriculture an interaction withing Australia’s economy and society</li> <li>• some, but not all points are addressed to a basic standard</li> <li>• basic presentation skills with Google Slides including limited images and minimal formatting.</li> <li>• Evidence of a basic understanding of the NESAs key words</li> </ul>
E	<ul style="list-style-type: none"> <li>• elementary knowledge of agriculture an interaction withing Australia’s economy and society</li> <li>• minimal or no points are addressed</li> <li>• elementary presentation skills with Google Slides including very little/or no images and limited formatting.</li> <li>• little evidence of understanding of the NESAs key words</li> </ul>



**BERKELEY VALE CAMPUS  
AGRICULTURAL TECHNOLOGY  
ASSESSMENT TASK**

**Due Date:** Term 2 Week 6

<b>Title:</b> Plant Experimental Trial		<b>Teacher Name:</b>	
<b>Year:</b> 9	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 30%

**Syllabus Outcomes:**

**AG5-11-** designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts

**AG5-12-** collects and analyses agricultural data and communicates results using a range of technologies

**Task Description:**

You are required to complete a written report based on research and experimental data collected as part of a class fertilizer trial.

You are required to complete the following:

- follow the correct method to plant an allocated vegetable seedling and observe the effect of different rates of fertilizer on the plant
- collect and record the data from the trial
- using the template provided by your teacher, write a written report based on the experimental data from the trial

**Assessment Task Support Information:**

- you will sign the document register to acknowledge receipt of this notification
- if you are absent on the due date, you must provide appropriate documentation (for example, Medical Certificate/Illness/Misadventure Form)

*Any RoSA student who does not submit this task will be placed on the campus N determination register*

**To do well in this assessment task I must:**

- work collaboratively with others
- use appropriate agricultural terminology
- keep accurate data records
- ensure all components of the written report are completed
- submit all work by the required due date

Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• outstanding participation in all practical work</li> <li>• exceptional analysis and evaluation of the experiment's results and its relationship to problems in agricultural contexts</li> <li>• highly accurate, neat and complete data records</li> <li>• extensive written report with all parts of the template completed with outstanding detail</li> <li>• highly effective use of technology to communicate data results</li> </ul>
B	<ul style="list-style-type: none"> <li>• active participation in all practical work</li> <li>• thorough analysis and evaluation of the experiment's results and its relationship to problems in agricultural contexts</li> <li>• accurate, neat and complete data records</li> <li>• comprehensive written report with all parts of the template completed with detail</li> <li>• effective use of technology to communicate data results</li> </ul>
C	<ul style="list-style-type: none"> <li>• participation in practical work</li> <li>• sound analysis and evaluation of the experiment's results and some attempt to relate the results to problems in agricultural contexts</li> <li>• data records are mostly complete and accurate</li> <li>• satisfactory written report with all/most parts of the template completed</li> <li>• use of technology to communicate data results</li> </ul>
D	<ul style="list-style-type: none"> <li>• participates at times in practical work</li> <li>• basic analysis and evaluation of the experiment's results with minimal attempt to relate the results to problems in agricultural contexts</li> <li>• data records are missing some entries and minimal accuracy</li> <li>• basic written report with some parts of the template completed with minimal detail</li> <li>• limited use of technology to communicate data results</li> </ul>
E	<ul style="list-style-type: none"> <li>• makes little effort to participate in practical work</li> <li>• elementary analysis and evaluation of the experiment's results with very limited or no attempt to relate the results to problems in agricultural contexts</li> <li>• very limited data records</li> <li>• very limited or no written report with most parts of the template incomplete</li> <li>• very limited or no use of technology to communicate data results</li> </ul>



**BERKELEY VALE CAMPUS  
FOOD TECHNOLOGY  
ASSESSMENT TASK**

**Due Date:** Term 1 Week 5

<b>Title:</b> Food Health and Safety Exam and Practical Assessment		<b>Teacher Name:</b>	
<b>Year:</b> 9	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 15%

**Syllabus Outcomes:**

FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food

**Task Description:**

There are two components to this task.

**Part One**

You will complete an exam during class time relating to Work Healthy and Safety (WHS) in the kitchen and hygienic handling of food.

**Part Two**

You will demonstrate your understanding of safe and hygienic handling of food and WHS during practical lessons across the term.

**Assessment Task Support Information:**

- you will sign the document register to acknowledge receipt of this notification
- if you are absent on the due date, you must provide appropriate documentation (for example, Medical Certificate/Illness/Misadventure Form)

*Any RoSA student who does not submit this task will be placed on the campus N determination register*

**To do well in this assessment task I must:**

- **have the equipment required to complete this task:** correct PPE for all practical lessons, pencil-case with all required stationary
- read the questions carefully
- prepare appropriate for the examination
- demonstrate safe and hygienic handling of food in the kitchen

<b>Grade</b>	<b>Marking Criteria</b>
A	<ul style="list-style-type: none"><li>• demonstrate excellent safe and hygienic food handling practices during practical lessons</li><li>• demonstrate extensive knowledge of hygienic and safe food handling practices</li></ul>
B	<ul style="list-style-type: none"><li>• demonstrate thorough safe and hygienic food handling practices during practical lessons</li><li>• demonstrate a thorough understanding of hygienic and safe food handling practices</li></ul>
C	<ul style="list-style-type: none"><li>• demonstrate sound safe and hygienic food handling practices during practical lessons</li><li>• demonstrate a sound understanding of hygienic and safe food handling practices</li></ul>
D	<ul style="list-style-type: none"><li>• demonstrate basic safe and hygienic food handling practices during practical lessons</li><li>• demonstrate a basic understanding of hygienic and safe food handling practices</li></ul>
E	<ul style="list-style-type: none"><li>• demonstrate very limited safe and hygienic food handling practices during practical lessons</li><li>• demonstrate a very limited understanding of hygienic and safe food handling practices</li></ul>



**BERKELEY VALE CAMPUS  
FOOD TECHNOLOGY  
ASSESSMENT TASK**

**Due Date:** Term 2 Week 7

<b>Title:</b> Beneficial Bento		<b>Teacher Name:</b>	
<b>Year:</b> 9	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 30%

**Syllabus Outcomes:**

**FT5-6** describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities

**FT5-11** plans, prepares, presents and evaluates food solutions for specific purposes

**Task Description:**

There are two components to this task.

**Theory**

In pairs you will be required to:

- research a selected stage of the lifecycle and design a 3 sectional Bento Box with foods that best support that stage

Individually you will be required to:

- analyse the nutritional requirements for your selected lifecycle stage
- analyse each chosen recipe component for its nutritional benefits

**Practical**

Choose, create and prepare a 3 portion Bento Box with specific foods or a dish that will nutritionally benefit the lifecycle stage chosen.

Feedback will be given to you in the form of the marking criteria. Individualised written feedback from class teacher and anonymous work samples will be provided demonstrating a range of grades.

**Assessment Task Support Information:**

- you will sign the document register to acknowledge receipt of this notification
- if you are absent on the due date, you must provide appropriate documentation (for example, Medical Certificate/Illness/Misadventure Form)

*Any RoSA student who does not submit this task will be placed on the campus N determination register*

**To do well in this assessment task I must:**

- **have the equipment required to complete this task:** apron, hairnet, enclosed shoes, tea towel, dish cloth and container
- order 3 ingredients from the school. The budget for each order is \$5. The order sheet must be submitted by Wednesday of Week 5
- complete all classwork related to this task

Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• demonstrates extensive knowledge of the lifecycle stage selected</li> <li>• demonstrates extensive knowledge of the dietary needs of that stage</li> <li>• lists 5 specific foods and their benefits to the life stage</li> <li>• extensively annotates the Bento Box template</li> <li>• demonstrates excellent food preparation and hygiene skills and presents their meal to a very high standard within the time constraints of the lesson</li> <li>• brings all required ingredients and equipment to the practical lesson</li> </ul>
B	<ul style="list-style-type: none"> <li>• demonstrates thorough knowledge of the lifecycle stage selected</li> <li>• demonstrates thorough knowledge of the dietary needs of that stage</li> <li>• lists 4 specific foods and their benefits to the life stage</li> <li>• demonstrates proficient food preparation and hygiene skills and presents their meal to a high standard within the time constraints of the lesson</li> <li>• brings all required ingredients and equipment to the practical lesson</li> </ul>
C	<ul style="list-style-type: none"> <li>• demonstrates sound knowledge of the lifecycle stage selected</li> <li>• demonstrates sound knowledge of the dietary needs of that stage</li> <li>• lists 3 specific foods and their benefits to the life stage</li> <li>• demonstrates sound food preparation and hygiene skills and presents their meal to a satisfactory standard within the time constraints of the lesson</li> <li>• brings most of the required ingredients and equipment to the practical lesson</li> </ul>
D	<ul style="list-style-type: none"> <li>• demonstrates basic knowledge of the lifecycle stage selected</li> <li>• demonstrates basic knowledge of the dietary needs of that stage</li> <li>• lists 2 specific foods and their benefits to the life stage</li> <li>• demonstrates limited food preparation and hygiene skills and presents their meal to a basic standard</li> <li>• brings some of the required ingredients and equipment to the practical lesson</li> </ul>
E	<ul style="list-style-type: none"> <li>• demonstrates very limited knowledge of the lifecycle stage selected</li> <li>• demonstrates very limited knowledge of the dietary needs of that stage</li> <li>• lists 1 specific food and its benefit to the life stage</li> <li>• demonstrates elementary food preparation and hygiene skills and presents their meal to an elementary standard within the time constraints of the lesson</li> <li>• brings minimal required ingredients and equipment to the practical lesson</li> </ul>





**BERKELEY VALE CAMPUS  
INDUSTRIAL TECHNOLOGY  
BUILDING AND CONSTRUCTION  
ASSESSMENT TASK**

**Due Date:** Term 1 Week 10

<b>Title:</b> Introduction to Building		<b>Teacher Name:</b>	
<b>Year:</b> 9	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 30%

**Syllabus Outcomes:**

**IND5-7** - applies and transfers skills, processes and materials to a variety of contexts and projects

**IND5-9** - describes, analyses and uses a range of current, new and emerging technologies and their various applications.

**Task Description:**

Whilst undertaking the design and construction of a Cement Float from a suitable timber, you will be required to complete:

- an introduction of basic hand tools that are used in the Building and Construction Industry
- interpret technical drawings
- safely use a variety of hand tools in the production of a project
- demonstrate how to sharpen, adjust and use a plane to produce a bevel and a chamfer

With respect to a chamfer you are to:

- draw a chamfer
- give a brief definition of a chamfer

When floating concrete it is necessary to undertake a number of processes to achieve the best results. These include *screeding concrete*, *smoothing concrete*, *floating concrete*, *adding texture*, *rounding off edges* and *troweling concrete*.

For each of the processes mentioned in italics you will be required to:

- provide a picture or diagram
- write a short explanation of the process in your own words
- identify the tool required to undertake the process

**Assessment Task Support Information:**

- practical task to be submitted to classroom teacher
- you will sign the document register to acknowledge receipt of this notification
- if you are absent on the due date, you must provide appropriate documentation (for example, Medical Certificate/Illness/Misadventure Form)

*Any RoSA student who does not submit this task will be placed on the campus N determination register*

**To do well in this assessment task I must:**

- **have the equipment required to complete this task: leather shoes, pencil-case with all required stationary.**
- participate in all classroom learning activities
- ensure my design and production folio is completed to a very high standard
- follow all procedures introduced especially those in line with Workplace Health and Safety
- use appropriate terminology and standards introduced

Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• independently and consistently applies skills and design principles to the development and production of new projects</li> <li>• displays advanced technical skills in identifying and using appropriate materials and hand tools to produce practical projects of excellent quality</li> <li>• demonstrates extensive knowledge and understanding of the processes involved in floating concrete</li> </ul>
B	<ul style="list-style-type: none"> <li>• consistently applies skills and design principles to the development and production of new projects</li> <li>• displays high level technical skills in identifying and using appropriate materials and hand tools to produce high quality practical projects</li> <li>• demonstrates thorough knowledge and understanding of the processes involved in floating concrete</li> </ul>
C	<ul style="list-style-type: none"> <li>• applies sound skills and design principles to the development and production of new projects</li> <li>• displays technical skills in identifying and using appropriate materials and hand tools to produce practical projects of sound quality</li> <li>• demonstrates sound knowledge and understanding of the processes involved in floating concrete</li> </ul>
D	<ul style="list-style-type: none"> <li>• applies basic skills and design principles to the development and production of new projects</li> <li>• displays basic technical skills in using appropriate materials and hand tools to produce practical projects</li> <li>• demonstrates basic knowledge and understanding of the processes involved in floating concrete</li> </ul>
E	<ul style="list-style-type: none"> <li>• with assistance applies elementary skills and design principles to the development and production of new projects</li> <li>• with guidance, displays very limited technical skills in identifying and using appropriate materials and hand tools to produce practical projects</li> <li>• demonstrates elementary knowledge and understanding of the processes involved in floating concrete</li> </ul>



**BERKELEY VALE CAMPUS  
INDUSTRIAL TECHNOLOGY METAL  
ASSESSMENT TASK**

**Due Date:** Term 1 Week 3

<b>Title:</b> WHS and ONGUARD Safety Training		<b>Teacher Name:</b>	
<b>Year:</b> 9	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 10%

**Syllabus Outcomes:**

**IND5-1** identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

**Task Description:**

In this task you must identify the power tools and machines that you will use throughout the year in the construction of your practical projects. Explain the use for each tool and machine.

You must also complete all OnGuard Safety training modules set by your teacher. You will also be required to identify the safety hazards and risks of using each of the power tools and machines and explain strategies to reduce the risk of these hazards occurring. Pictures of each power tool and machine are required.

This assignment will be completed in class time. You will be required to submit this task via our Google Classroom.

**Assessment Task Support Information:**

- you will sign the document register to acknowledge receipt of this notification
- if you are absent on the due date, you must provide appropriate documentation (for example, Medical Certificate/Illness/Misadventure Form)

*Any RoSA student who does not submit this task will be placed on the campus N determination register*

**To do well in this assessment task I must:**

- be aware of the tools and procedures I need to follow inside the metal workshops.
- complete a detailed table of tools/machines to be used this year
- complete all OnGuard Safety Training modules set by the classroom teacher

Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• identifies all power tools and machines used in the construction of practical projects and completes all OnGuard Safety Training tasks.</li> <li>• extensive knowledge and understanding of the risks, uses and hazards and how to reduce them for each power tool and machine.</li> <li>• uses correct formatting and submits task via Google Classroom (9-10)</li> </ul>
B	<ul style="list-style-type: none"> <li>• identifies most power tools and machines used in the construction of practical projects and completes most OnGuard Safety Training tasks.</li> <li>• a thorough knowledge and understanding of the risks, uses and hazards and how to reduce them for each power tool and machine.</li> <li>• uses correct formatting and submits task via Google Classroom (7-8)</li> </ul>
C	<ul style="list-style-type: none"> <li>• identifies some power tools and machines used in the construction of practical projects and completes some OnGuard Safety Training tasks.</li> <li>• sound knowledge and understanding of the risks, uses and hazards and how to reduce them for each power tool and machine.</li> <li>• uses mostly correct formatting and submits task via Google Classroom (5-6)</li> </ul>
D	<ul style="list-style-type: none"> <li>• identifies a limited amount of power tools and machines used in the construction of practical projects and does not complete all set OnGuard Safety Training tasks.</li> <li>• basic knowledge and understanding of the risks, uses and hazards and how to reduce them for each power tool and machine.</li> <li>• uses some correct formatting and required assistance to submit task via Google Classroom (3-4)</li> </ul>
E	<ul style="list-style-type: none"> <li>• Identifies few to no power tools and machines used in the construction of practical projects and does not complete any set OnGuard Safety Training Tasks.</li> <li>• Demonstrates an elementary knowledge and understanding of the risks, uses and hazards and how to reduce them for each power tool and machine.</li> <li>• Uses incorrect formatting and does not submit task via correct platform (0-3)</li> </ul>



**BERKELEY VALE CAMPUS**  
**INDUSTRIAL TECHNOLOGY METAL**  
**ASSESSMENT TASK**

**Due Date:** Term 2 Week 3

<b>Title:</b> Sheetmetal Toolbox Practical and Folio		<b>Teacher Name:</b>	
<b>Year:</b> 9	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 50%

**Syllabus Outcomes:**

**IND5-2-** applies design principles in the modification, development and production of projects

**IND5-3-** identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects

**Task Description:**

You will work to complete all theory tasks as directed by your teacher. The successful completion of the work booklet will form the basis of your working knowledge of the materials, tools and techniques associated with metalworking.

Through completion of the work booklet and accompanying practical task you will:

- demonstrate your knowledge of metals and its application in society
- demonstrate creativity and communication skills through production logs
- competently and accurately use a range of hand, power and machining tools
- competently use a diverse range of techniques to create quality products

Completion of both practical exercises and work booklet learning experiences will contribute to your overall assessment for this unit.

The practical component of this task requires you to:

- construct a sheet metal toolbox using the working drawing provided
- accurately measure and prepare each component using a cutting list

**Assessment Task Support Information:**

- you will sign the document register to acknowledge receipt of this notification
- if you are absent on the due date, you must provide appropriate documentation (for example, Medical Certificate/Illness/Misadventure Form)

*Any RoSA student who does not submit this task will be placed on the campus N determination register*

**To do well in this assessment task I must:**

- be aware of the tools and procedures utilised inside the metal workshops
- complete the work booklet with a high level of detail
- complete the practical task safely and accurately

Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• outstanding craftsmanship in the production of a sheet metal toolbox that is of outstanding quality.</li> <li>• identifies and implements all of the correct joints.</li> <li>• displays an outstanding finish on the project.</li> <li>• work booklet is fully completed achieving a very high level of competence (26-30)</li> </ul>
B	<ul style="list-style-type: none"> <li>• thorough craftsmanship in the production of a sheet metal toolbox that is of great quality.</li> <li>• identifies and implements most of the correct joints.</li> <li>• displays a good finish on the project.</li> <li>• work booklet is fully completed with high level of competence. (21-25)</li> </ul>
C	<ul style="list-style-type: none"> <li>• sound craftsmanship in the production of a sheet metal toolbox that is of satisfactory quality.</li> <li>• identifies and implements some of the correct joints.</li> <li>• displays a sound finish on the project.</li> <li>• completes most parts of the work booklet to an adequate standard (16-20)</li> </ul>
D	<ul style="list-style-type: none"> <li>• limited craftsmanship in the production of a sheet metal toolbox that is of basic quality.</li> <li>• identifies and implements a limited number of the correct joints.</li> <li>• displays limited finish on the project.</li> <li>• completed some parts of the work booklet with a limited level of competence (11-15)</li> </ul>
E	<ul style="list-style-type: none"> <li>• elementary craftsmanship in the production of a sheet metal toolbox that is of poor quality.</li> <li>• identifies and implements none of the correct joints.</li> <li>• displays a poor finish on the project.</li> <li>• little or no effort made towards the satisfactory completion of work booklet (1-10)</li> </ul>



**BERKELEY VALE CAMPUS**  
**INDUSTRIAL TECHNOLOGY TIMBER**  
**ASSESSMENT TASK**

**Due Date:** Term 1 Week 10

<b>Title:</b> Single Pin Through Dovetail		<b>Teacher Name:</b>	
<b>Year:</b> 9	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 25%

**Syllabus Outcomes:**

**IND5-1** identifies, assesses, applies, and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.

**IND5-3** identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects.

**Task Description:**

You are required to construct a **Single Pin Through Dovetail, Splay Sided Box** with a fitted lid from a hardwood. Whilst undertaking the construction of your project, you will be required to:

- complete specified training sessions from the OnGuard Training Module
- apply risk assessment principles and implement appropriate control measures.
- identify several hand tools used within the timber workshop.
- select, adjust, and use hand tools in a safe and productive manner to produce a joinery project.
- interpret workshop drawings to accurately produce a cutting list.
- demonstrate how to correctly mark up and cut a Single Pin Through Dovetail Joint using traditional methods.
- assemble your project using correct procedures.
- apply a finish to your project.
- complete activities that form the basis of a design and production portfolio.

**Extension Activities**

1. Line the interior of your box with a suitable material.
2. Investigate and implement inlay techniques.
3. Research a suitable design that can be laser cut onto the lid of your jewellery box.

**Assessment Task Support Information:**

- you will sign the document register to acknowledge receipt of this notification
- if you are absent on the due date, you must provide appropriate documentation (for example, Medical Certificate/Illness/Misadventure Form)

*Any RoSA student who does not submit this task will be placed on the campus N determination register*

**To do well in this assessment task I must:**

- participate in all classroom learning activities and complete all components of the task
- ensure your design and production folio is completed to a high standard
- complete online components that include OnGuard and Google Classroom
- follow all procedures introduced especially those in line with Workplace Health and Safety
- use appropriate terminology and standards introduced

Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• extensive understanding of risk assessment techniques and consistently implements appropriate control measures</li> <li>• advanced technical skills when selecting and using appropriate hand tools to produce practical projects of excellent quality</li> <li>• independently interprets a workshop drawing</li> <li>• consistently and independently uses appropriate techniques during the construction of projects</li> </ul>
B	<ul style="list-style-type: none"> <li>• very good understanding of risk assessment techniques and usually implements appropriate control measures</li> <li>• high technical skills when selecting and using appropriate hand tools to produce practical projects of very good quality</li> <li>• independently interprets most parts of a workshop drawing</li> <li>• usually implements appropriate techniques during the construction of projects</li> </ul>
C	<ul style="list-style-type: none"> <li>• sound understanding of risk assessment techniques and implements appropriate control measures</li> <li>• sound technical skills when selecting and using appropriate hand tools to produce practical projects of good quality</li> <li>• satisfactory interprets a workshop drawing</li> <li>• sound understanding of appropriate techniques required to be implemented during the construction of projects</li> </ul>
D	<ul style="list-style-type: none"> <li>• basic understanding of risk assessment techniques and sometimes implements appropriate control measures</li> <li>• basic technical skills when selecting and using appropriate hand tools to produce practical projects</li> <li>• basic understanding of workshop drawings</li> <li>• with direction uses appropriate techniques during the construction of projects</li> </ul>
E	<ul style="list-style-type: none"> <li>• very limited understanding of risk assessment techniques and rarely implements appropriate control measures</li> <li>• very limited technical skills when selecting and using appropriate hand tools to produce practical projects</li> <li>• very limited understanding of workshop drawings</li> <li>• rarely uses appropriate techniques during the construction of projects</li> </ul>





**BERKELEY VALE CAMPUS**  
**INDUSTRIAL TECHNOLOGY TIMBER**  
**ASSESSMENT TASK**

**Due Date:** Term 2 Week 10

<b>Title:</b> Mortise and Tenon		<b>Teacher Name:</b>	
<b>Year:</b> 9	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 25%

**Syllabus Outcomes:**

**IND5-3** identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects.

**IND5-9** describes, analyses and uses a range of current, new and emerging technologies and their various applications.

**Task Description:**

You are required to construct a **Footstool** using mortise and tenon joints and dowelled joints. The footstool can either have an upholstered seat or timber top. Whilst undertaking the construction of your project you will be required to:

- complete specified training sessions from the OnGuard Training Module
- demonstrate safe workshop practices and procedures
- apply risk assessment principles and implement appropriate control measures
- implement project management routines that display a planned sequence of activities from project inception to project completion
- implement design features that includes the use of drawings to show scale and proportion
- demonstrate how to correctly mark up and cut a mortise and tenon joint using traditional methods
- select, adjust and use both hand and power tools in a safe and productive manner to produce a mortise and tenon joint, a dowelled joint and a suitable edge profile during the construction of a footstool
- investigate the use of edge profile technologies
- investigate innovations within the Australian Forestry Industry

**Extension Opportunities**

Handrails can be added to your project if incorporated into design. These can be constructed using the lathe if time and access to equipment exists. Discuss with your teacher.

**Assessment Task Support Information:**

- you will sign the document register to acknowledge receipt of this notification
- if you are absent on the due date, you must provide appropriate documentation (for example, Medical Certificate/Illness/Misadventure Form)

*Any RoSA student who does not submit this task will be placed on the campus N determination register*

**To do well in this assessment task I must:**

- participate in all classroom learning activities and complete all components of the task
- ensure your design and production folio is completed to a high standard
- complete online components that includes OnGuard and Google Classroom
- follow all procedures introduced especially those in line with Workplace Health and Safety
- use appropriate terminology and standards introduced

Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• independently and consistently records construction activities in a log</li> <li>• independently and consistently applies skills and follows all correct procedures in the development and production of new projects</li> <li>• advanced technical skills in using appropriate hand tools to produce practical projects of excellent quality</li> <li>• extensive knowledge and understanding of the profiles and use of router bits</li> <li>• extensive understanding of innovations within the Australian Forestry Industry</li> </ul>
B	<ul style="list-style-type: none"> <li>• frequently records construction activities within a log</li> <li>• consistently applies skills and follows most correct procedures in the development and production of new projects</li> <li>• high-level technical skills in using appropriate hand tools to produce high quality practical projects</li> <li>• thorough knowledge and understanding of the profiles and use of router bits</li> <li>• very good understanding of innovations within the Australian Forestry Industry</li> </ul>
C	<ul style="list-style-type: none"> <li>• records construction activities within a log</li> <li>• applies skills and follows correct procedures in to the development and production or modification of projects</li> <li>• technical skills in identifying and using appropriate materials and hand tools, to produce practical projects of sound quality</li> <li>• sound knowledge and understanding of the profiles and use of router bits</li> <li>• satisfactory understanding of innovations within the Australian Forestry Industry</li> </ul>
D	<ul style="list-style-type: none"> <li>• sometimes records construction activities within a log</li> <li>• basic skills and follows some correct procedures in the development and production or modification of projects</li> <li>• basic technical skills in using appropriate materials and hand tools to produce practical projects</li> <li>• basic knowledge and understanding of the profiles and use of router bits</li> <li>• basic understanding of innovations within the Australian Forestry Industry</li> </ul>
E	<ul style="list-style-type: none"> <li>• rarely records construction activities within a log</li> <li>• with assistance, applies elementary skills and follows some correct procedures in the production or modification of projects</li> <li>• with guidance, displays very limited technical skills in using appropriate materials and hand and machine tools to produce practical projects</li> <li>• elementary knowledge and understanding of the profiles and use of router bits</li> <li>• very limited understanding of innovations within the Australian Forestry Industry</li> </ul>





BERKELEY VALE CAMPUS  
TUGGERAH LAKES  
SECONDARY COLLEGE

5 - 25 Berkeley Road  
BERKELEY VALE  
NSW 2261

P: 02 4388 1899 F: 02 4388 5539  
E: [berkeleyva-h.school@det.nsw.edu.au](mailto:berkeleyva-h.school@det.nsw.edu.au)  
W: [berkeleyva-h.schools.nsw.gov.au](http://berkeleyva-h.schools.nsw.gov.au)

