



# BERKELEY VALE CAMPUS ASSESSMENT BOOK RoSA Year 10 2023

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*to the*







## YEAR 10 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 the Semester 2.

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 recognise 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
- be 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 10 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
  - History, Geography and Civics
  - Personal Development, Health and Physical Education
- b) Student 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
  - Design and Technology

Student 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 NESA
- 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 NESA.

## 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<br>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<br>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<br>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<br>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<br>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<br>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> <ul 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></ul> |

## ADVISE TO YEAR 10 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. Students will ask teachers to sign next to the task in this book
- g) each task submitted must be signed and dated in this booklet by the receiving teacher
- h) accurate records will be maintained and each student should be aware of his/her progress
- i) appeals concerning individual assessment may only be lodged directly after that assessment has been returned
- j) where computer technology fails, students will be required to provide evidence of the work attempted for example, back up disk/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.

## **COURSE ASSESSMENT SCHEDULES**

The following pages contain individual course assessment schedules in alphabetical order.

Please note that each course identifies the term and week when each assessment task is due to be submitted.

Unavoidable changes to due dates may occur, however, two weeks written notification will be given to students.



## **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:
  - a) date set/date due of task
  - b) outcomes to be assessed along with an explanation of these outcomes
  - c) clear description of the task is provided
  - d) task is valid and reliable
  - e) clear instructions with a model of the task where appropriate
  - f) appropriate level of language is used
  - g) the task is of an appropriate length
  - h) the task reflects a varying degree of difficulty
  - i) clear marking guidelines are included
  - j) provision for meaningful feedback is provided
- recording each task on the campus calendar
- 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 YEAR 10 STUDENTS

## Students in Year 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<br><b>Sample Student</b><br>of<br><b>Sample High School</b><br>has met the requirements of the Record of School Achievement<br>and has received the results shown below. |   |               |
| <b>STAGE 5 COURSES</b>   |   |               |
| <b>Year</b>  | <b>Course</b>                               | <b>Result</b> |
| <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<br>by the Board of Studies, Teaching and Educational Standards at Sydney, NSW, Australia.  |   |               |
|  |   | President     |

| RECORD OF SCHOOL ACHIEVEMENT   |  |                                   |
|--|--|-----------------------------------|
| This is to certify that<br><b>Sample Student Name</b><br>of<br><b>Sample High School</b><br>has met the requirements for the Record of School Achievement<br>and has received the results shown below. |  |                                   |
| <b>STAGE 6 PRELIMINARY COURSES</b>   |  |                                   |
| Participated in the following courses until 30 March 2013.   |  |                                   |
| <b>Board Developed Courses</b>   |  |                                   |
| 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 |
| Page 1 of 2  |  |                                   |
| Student Number: 230299553  |  |                                   |
| Issued without alteration or erasure on 12th April 2013<br>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 3

| Faculty / Week   | 1 | 2 | 3             | 4        | 5       | 6 | 7 | 8                | 9             | 10  |
|--|---|---|---------------|----------|---------|---|---|------------------|---------------|---|
| <b>CAPA</b><br>(Includes Music,<br>Photography and Digital<br>Media and Visual Arts)   |   |   | (Visual Arts) |          | (Music) |   |   | (Music)<br>(PDM) |               |   |
| <b>ENGLISH</b>   |   |   |               |          |         |   |   |                  |               | ✓   |
| <b>HSIE</b>  |   |   |               |          |         |   |   | ✓                |               |   |
| <b>COMMERCE</b>  |   |   |               |          |         |   |   | ✓                |               |   |
| <b>MATHEMATICS</b>   |   |   |               |          |         |   |   |                  |               | ✓   |
| <b>PDHPE</b><br>(Includes Child Studies and<br>PASS)   |   |   |               |          |         |   |   |                  |               | (PASS)<br>(Child)<br>✓                              |
| <b>SCIENCE</b><br>(Includes Marine Studies)  |   |   |               | (Marine) |         | ✓ |   |                  | (Marine)      |   |
| <b>TAS</b><br>(Includes Agricultural<br>Technology, IT Building, IT<br>Metal, IT Timber, Food<br>Technology, Textiles<br>Technology) |   |   | (IT Timber)   |          |         |   |   |                  | (Agriculture) | (Food)<br>(Textiles)<br>(IT Building)<br>(IT Metal) |

## Assessments at a glance - Planning Grid – Term 4

| Faculty / Week   | 1                            | 2 | 3                          | 4             | 5 | 6 | 7 | 8 | 9 | 10 |
|--|------------------------------|---|----------------------------|---------------|---|---|---|---|---|----|
| <b>CAPA</b><br>(Includes Music,<br>Photography and Digital<br>Media and Visual Arts)   |                              |   | <b>YEARLY EXAMINATIONS</b> |               |   |   |   |   |   |    |
| <b>ENGLISH</b>   |                              |   |                            |               |   |   |   |   |   |    |
| <b>HSIE</b>  |                              |   |                            |               |   |   |   |   |   |    |
| <b>COMMERCE</b>  |                              |   |                            |               |   |   |   |   |   |    |
| <b>MATHEMATICS</b>   |                              |   |                            |               |   |   |   |   |   |    |
| <b>PDHPE</b><br>(Includes Child Studies<br>and PASS)   |                              |   |                            |               |   |   |   |   |   |    |
| <b>SCIENCE</b><br>(Includes Marine Studies)  |                              |   |                            |               |   |   |   |   |   |    |
| <b>TAS</b><br>(Includes Agricultural<br>Technology, IT Building,<br>IT Metal, IT Timber,<br>Food Technology,<br>Textiles Technology) | (IT Timber)<br>(IT Building) |   |                            | (Agriculture) |   |   |   |   |   |    |



# CAPA

Includes:

Music

Photography and Digital Media

Visual Arts





## BERKELEY VALE CAMPUS MUSIC ASSESSMENT TASK

**Due Date:** Term 3 Week 5

|                          |                 |                       |                       |
|--------------------------|-----------------|-----------------------|-----------------------|
| <b>Title:</b> Aural Exam |                 | <b>Teacher Name:</b>  |                       |
| <b>Year:</b> 10          | <b>Stage:</b> 5 | <b>Task Number:</b> 2 | <b>Weighting:</b> 30% |

### Syllabus Outcomes:

**5.7** Demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts.

**5.8** Demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study

### Task Description:

Students will sit an Aural Exam (listening test), in which they are required to listen to excerpts of music and form written responses based on questions about the music.

Questions will be related to the 6 concepts of music.

Students have had practice exams and aural questions in class. Students should revise their classwork and handouts in order to revise for the exam.

Each question will require you to listen to an excerpt of music. This will be arranged by the teacher. You will not be given the excerpts until the exam. Each excerpt will be played 5 times with breaks for writing in between.

The exam will take approximately 1 hour and will occur in class time

### Assessment Task Support Information:

- tasks to be submitted on Google Classroom
- 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)

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

- Be involved with theory lessons in class.
- Revise bookwork.
- Regularly listen to music outside of school.
- Seek regular help and feedback from my teacher.

| Grade | Marking Criteria   |
|-------|--|
| A     | <ul style="list-style-type: none"> <li>demonstrates focused listening with well-supported observations, including detailed descriptions of musical events, in a suitably structured response</li> <li>describes in detail the ways in which the composer has utilised the concepts of music within the excerpt.</li> </ul> |
| B     | <ul style="list-style-type: none"> <li>demonstrates careful listening and musical awareness, although descriptions of musical events may contain inaccurate observations</li> <li>describes ways in which the composer has utilised the concepts of music within the excerpt</li> </ul>                                    |
| C     | <ul style="list-style-type: none"> <li>demonstrates careful listening and musical awareness, although descriptions of musical events may contain inaccurate observations</li> <li>describes the music with basic reference to the concepts</li> </ul>  |
| D     | <ul style="list-style-type: none"> <li>demonstrates some musical awareness, but often makes generalisations without providing supporting examples</li> <li>describes the music in a superficial way with some reference to the concepts</li> </ul>   |
| E     | <ul style="list-style-type: none"> <li>demonstrates very limited musical awareness, and describes musical events incorrectly or in a superficial way</li> <li>describes the music in a superficial or incorrect way with no reference to the concepts</li> </ul>   |



## BERKELEY VALE CAMPUS MUSIC ASSESSMENT TASK

**Due Date:** Term 3 Week 8

|                           |                 |                       |                       |
|---------------------------|-----------------|-----------------------|-----------------------|
| <b>Title:</b> Performance |                 | <b>Teacher Name:</b>  |                       |
| <b>Year:</b> 10           | <b>Stage:</b> 5 | <b>Task Number:</b> 3 | <b>Weighting:</b> 40% |

### Syllabus Outcomes:

- 5.1** performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts.
- 5.2** performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology.

### Task Description:

Students are to perform two pieces of music which represent two of the topics studied in Years 9 and 10. Pieces can be performed solo or as an ensemble.

Students will be required to source their own repertoire and seek approval from their teacher. Following this, they will be given time in class to rehearse.

Upon completion, students will perform for 2 staff examiners in an allotted time slot (to be given to students in class prior to the assessment).

### Assessment Task Support Information:

- tasks to be submitted on Google Classroom
- 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)

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

- choose a song early and start rehearsing
- practise every day. It is expected that students will rehearse their pieces regularly in and out of school if possible.
- seek regular feedback from my teacher



| Grade | Marking Criteria  |
|-------|---|
| A     | <ul style="list-style-type: none"> <li>• demonstrates excellent technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire</li> <li>• demonstrates perceptive stylistic understanding through performance of the chosen repertoire using articulation, dynamics and expressive techniques</li> <li>• performs with a well-developed sense of personal expression, demonstrated by the use of appropriate expressive techniques and a sensitivity to the chosen style</li> <li>• demonstrates an excellent understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance</li> </ul>  |
| B     | <ul style="list-style-type: none"> <li>• demonstrates accomplished technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire</li> <li>• demonstrates a detailed stylistic understanding through performance of the chosen repertoire using articulation, dynamics and expressive techniques</li> <li>• performs with a sense of personal expression, demonstrated by the use of expressive techniques and sensitivity to the chosen style</li> <li>• demonstrates an accomplished understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance</li> </ul>   |
| C     | <ul style="list-style-type: none"> <li>• demonstrates competent technical skills. Some problems in maintaining technical fluency and technical facility are evident as are inconsistencies in intonation</li> <li>• demonstrates a sense of stylistic understanding through performance of the chosen repertoire. The articulation and/or dynamics and/or expressive techniques may not be consistently appropriate to the chosen style</li> <li>• performs the chosen repertoire with a sense of musical expression, with an attempt to incorporate expressive techniques appropriate to the chosen style</li> <li>• demonstrates a competent although not consistent understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance</li> </ul> |
| D     | <ul style="list-style-type: none"> <li>• demonstrates some basic technical skill, although there are frequent inconsistencies in technical fluency, technical facility, and intonation.</li> <li>• demonstrates a basic stylistic understanding. Articulation and/or dynamics and/or expressive techniques are not consistently appropriate to the chosen style.</li> <li>• performs the chosen repertoire with little sense of musical expression.</li> <li>• demonstrates a limited awareness of the performer's role as a soloist/ensemble member, which may be evident through lack of communication and balance in the ensemble or with the accompanist</li> </ul>   |
| E     | <ul style="list-style-type: none"> <li>• demonstrates very limited technical skills</li> <li>• demonstrates little evidence of stylistic understanding of the chosen style</li> <li>• performs the chosen repertoire with little or no sense of musical expression</li> <li>• demonstrates little or no awareness of the performer's role as a soloist/ensemble member</li> </ul>   |



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

**Due Date:** Term 3 Week 8

|                                    |                 |                       |                       |
|------------------------------------|-----------------|-----------------------|-----------------------|
| <b>Title:</b> David Hockney Joiner |                 | <b>Teacher Name:</b>  |                       |
| <b>Year:</b> 10                    | <b>Stage:</b> 5 | <b>Task Number:</b> 3 | <b>Weighting:</b> 40% |

**Syllabus Outcomes:**

- 5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning
- 5.6 selects appropriate procedures and techniques to make and refine photographic and digital works

**Task Description:**

All work will be completed in class. There are two parts to complete in this assessment.

**Part 1 David Hockney Photo Collage 10%**

- students will make a photo collage using the techniques used by David Hockney
- students will use their own photos taken at school during class time

**Part 2 David Hockney Digital Collage 10%**

- students will make a digital photo collage using the techniques used by David Hockney on Adobe Photoshop
- students will use their own photos, or high-resolution photos selected from the internet to make their collage

**Part 3 Photography and Digital Media Journal 10%**

- students are expected to keep a Photography and Digital Media Journal
- this is to be kept up to date with evidence of all practical and theoretical activities and handouts given in class

**Assessment Task Support Information:**

- tasks to be submitted on Google Classroom
- 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:** journal, textbooks, pens, pencil, ruler, laptops and Photoshop support materials provided by my teacher
- have my USB and memory card which will be provided by the CAPA department
- follow the in-class tutorials and complete a David Hockney photo collage
- use only clear, high resolution images in my work
- ensure all work is presented to an excellent standard in my Photographic and Digital Media Journal including worksheets and class activities

| Grade | Marking Criteria  |
|-------|---|
| A     | <ul style="list-style-type: none"> <li>produced a sophisticated photo collage which demonstrates an excellent understanding of techniques used by David Hockney</li> <li>the work is highly creative and technical achievement is advanced</li> <li>work presented in the Photography and Digital Media Journal has been presented to an outstanding standard</li> <li>all work is evident and displayed sequentially</li> <li>experiments and tasks are labelled with sophisticated and detailed explanations and analysis</li> </ul>                        |
| B     | <ul style="list-style-type: none"> <li>produced a high-quality photo collage which demonstrates a thorough understanding of techniques used by David Hockney</li> <li>the work is creative and technical achievement is of a good quality</li> <li>work presented in the Photography and Digital Media Journal has been presented to a high standard</li> <li>majority of work is evident and displayed sequentially</li> <li>experiments and tasks are labelled with well thought out explanations and analysis</li> </ul>                                   |
| C     | <ul style="list-style-type: none"> <li>produced a sound quality photo collage which demonstrates a sound understanding of techniques used by David Hockney</li> <li>the work is of a substantial quality and technical achievement is sound</li> <li>work presented in the Photography and Digital Media Journal has been presented to a sound standard</li> <li>most work is evident and displayed sequentially</li> <li>most experiments and tasks are labelled with explanations and analysis</li> </ul>   |
| D     | <ul style="list-style-type: none"> <li>produced a basic photo collage which demonstrates basic understanding of the techniques used by David Hockney</li> <li>the work shows a limited level of creativity and technical achievement is basic</li> <li>work presented in the Photography and Digital Media Journal has been presented to a basic standard</li> <li>some work is evident and displayed sequentially</li> <li>some experiments and tasks are labelled with basic explanations and analysis</li> </ul>   |
| E     | <ul style="list-style-type: none"> <li>produced an unsatisfactory photo collage which demonstrates very limited understanding of the program as well as poor design skills</li> <li>the work is not creative and technical achievement is poor</li> <li>work presented in the Photography and Digital Media Journal has been presented to a very limited standard</li> <li>although some work is evident, it has not been displayed sequentially</li> <li>experiments and tasks are not always labelled and very limited explanations and analysis</li> </ul> |



## BERKELEY VALE CAMPUS VISUAL ARTS ASSESSMENT TASK

**Due Date:** Term 3 Week 3

|  |                 |                       |                       |
|--|-----------------|-----------------------|-----------------------|
| <b>Title:</b> Natural vs Human-made Environments |                 | <b>Teacher Name:</b>  |                       |
| <b>Year:</b> 10                                  | <b>Stage:</b> 5 | <b>Task Number:</b> 2 | <b>Weighting:</b> 40% |

### Syllabus Outcomes:

- 5.2 makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
- 5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
- 5.9 demonstrates how the frames provide different interpretations of art

### Task Description:

#### Artmaking Tasks 20%

Students will create a Body of Work consisting of:

1. pen drawing of the natural environment
2. a lino print with showing a design using natural and/or human made subject matter

#### Artist Case Study 20%

Students will complete a case study using the conceptual framework: artist, artwork, world, and audience on **ONE** of the following artists: Andy Goldsworthy, Bronwyn Oliver, or Jenny Watson. This will be submitted on the Google Classroom.

Students will submit their **Visual Arts Diary (VAD)** to be assessed on completion of all work for this unit. Areas of focus will be the completion of all assessable and non-assessable tasks and overall presentation of all practical and written components of this unit. The diary should document the processes and techniques completed in class lessons.

### Assessment Task Support Information:

- tasks to be submitted on Google Classroom
- 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:

- meet all aspects outlined for the specific tasks
- demonstrate an articulation of ideas and concepts in your Visual Arts Diary
- demonstrate developed and reasonably sustained levels of artmaking practice
- demonstrate care in organizing composition and presentation of the Body of Work
- complete the case study using research and ICT skills and submit on the Google classroom
- complete the three practical tasks to the best of my ability



| Grade | Marking Criteria   |
|-------|--|
| A     | <ul style="list-style-type: none"> <li>demonstrates extensive technical accomplishment in artmaking creating a sophisticated and refined Body of Work exploring drawing and lino printing</li> <li>demonstrates extensive understanding of the local environment and world as a source of concepts and ideas that is reflected in their Body of Work</li> <li>demonstrates a deep understanding of the artist's practice, showing extensive understanding of the conceptual framework and analysis of artwork using the frames</li> <li>demonstrates exceptional documentation of artmaking practice and processes in their Visual Arts diary</li> </ul>                             |
| B     | <ul style="list-style-type: none"> <li>demonstrates excellent technical accomplishment in artmaking creating a highly skilled Body of Work exploring drawing and lino printing</li> <li>demonstrates thorough understanding of the local environment and world as a source of concepts and ideas that is reflected in their Body of Work</li> <li>demonstrates a thorough understanding of the artist's practice, showing excellent understanding of the conceptual framework and analysis of artwork using the frames</li> <li>demonstrates substantial documentation of artmaking practice and processes in their Visual Arts diary</li> </ul>                                     |
| C     | <ul style="list-style-type: none"> <li>demonstrates satisfactory technical accomplishment in artmaking creating a pleasing Body of Work exploring drawing, and lino printing</li> <li>demonstrates sound understanding of the local environment and world as a source of concepts and ideas that is reflected in their Body of Work</li> <li>demonstrates a sound understanding of the artist's practice, showing satisfactory understanding of the conceptual framework and analysis of artwork using the frames</li> <li>demonstrates acceptable documentation of artmaking practice and processes in their Visual Arts diary</li> </ul>   |
| D     | <ul style="list-style-type: none"> <li>demonstrates basic technical accomplishment in artmaking creating a simple and unrefined Body of Work attempting drawing, and lino printing</li> <li>demonstrates some understanding of the local environment and world as a source of concepts and ideas that is reflected in their Body of Work</li> <li>demonstrates a basic understanding of the artist's practice, showing limited understanding of the conceptual framework and analysis of artwork using the frames</li> <li>demonstrates limited documentation of artmaking practice and processes in their Visual Arts diary</li> </ul>  |
| E     | <ul style="list-style-type: none"> <li>demonstrates very limited technical accomplishment in artmaking creating a limited or incomplete Body of Work with incomplete or unresolved drawings, and lino print</li> <li>demonstrates little or no understanding of the local environment and world as a source of concepts and ideas that is reflected in their Body of Work</li> <li>demonstrates a little or no understanding of the artist's practice, showing minimal understanding of the conceptual framework and analysis of artwork using the frames</li> <li>demonstrates little or no documentation of artmaking practice and processes in their Visual Arts diary</li> </ul> |



**BERKELEY VALE CAMPUS  
VISUAL ARTS ASSESSMENT TASK**

**Due Date:** Term 4 Week 3

|                            |                 |                       |                       |
|----------------------------|-----------------|-----------------------|-----------------------|
| <b>Title:</b> Abstract Art |                 | <b>Teacher Name:</b>  |                       |
| <b>Year:</b> 10            | <b>Stage:</b> 5 | <b>Task Number:</b> 3 | <b>Weighting:</b> 30% |

**Syllabus Outcomes:**

5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks  
5.6 demonstrates developing technical accomplishment and refinement in making artworks

**Task Description:**

**Part A Essay Question 10%**

Students will complete an essay question based on case studies they have completed in class. The essay question will require analysis of an artwork and discussion about an artist practice.

**Part B Choice of expressive forms 10%**

Students will explore abstract art using a variety of expressive forms including painting and ceramics.

**Assessment Task Support Information:**

- tasks to be submitted on Google Classroom and Visual Arts Diary
- 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)

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

- meet all aspects outlined for the specific task.
- demonstrate a variety of art making techniques and artistic processes in expressive forms.
- ensure my Visual Arts diary is up to date with all work completed.
- demonstrate creativity in presentation of work and show process of ideas and art making in my visual arts diary.
- use research skills and ICT to produce a comprehensive case study

| Grade | Marking Criteria   |
|-------|--|
| A     | <ul style="list-style-type: none"> <li>the essay demonstrated extensive knowledge and a deep understanding of the critical and historical interpretations of art</li> <li>the expressive forms showed superior technical accomplishment and refined artmaking skills</li> <li>VAD entries demonstrated sophisticated understanding of the frames and conceptual framework</li> </ul>                 |
| B     | <ul style="list-style-type: none"> <li>the essay demonstrated high level knowledge and a thorough understanding of the critical and historical interpretations of art</li> <li>the expressive forms showed excellent technical accomplishment and refined artmaking skills</li> <li>VAD entries demonstrated sustained levels of understanding of the frames and conceptual framework</li> </ul>     |
| C     | <ul style="list-style-type: none"> <li>the essay demonstrated sound knowledge and a good understanding of the critical and historical interpretations of art</li> <li>the expressive forms showed satisfactory technical accomplishment and developing artmaking skills</li> <li>VAD entries were sound and demonstrated an adequate understanding of the frames and conceptual framework</li> </ul> |
| D     | <ul style="list-style-type: none"> <li>the essay demonstrated basic knowledge and a limited understanding of the critical and historical interpretations of art</li> <li>the expressive forms showed basic technical accomplishment and developing artmaking skills</li> <li>VAD entries were basic and demonstrated a limited understanding of the frames and conceptual framework</li> </ul>       |
| E     | <ul style="list-style-type: none"> <li>the essay demonstrated little knowledge and a little or no understanding of the critical and historical interpretations of art</li> <li>the expressive forms were incomplete and unresolved showing limited artmaking skills</li> <li>VAD entries demonstrated very limited understanding of the frames and conceptual framework</li> </ul>                   |

# ENGLISH





**BERKELEY VALE CAMPUS  
ENGLISH ASSESSMENT TASK**

**Due Date:** Term 3 Week 10

|                                    |                 |                       |                        |
|------------------------------------|-----------------|-----------------------|------------------------|
| <b>Title:</b> Imaginative Response |                 | <b>Teacher Name:</b>  |                        |
| <b>Year:</b> 10                    | <b>Stage:</b> 5 | <b>Task Number:</b> 3 | <b>Weighting:</b> 20 % |

**Syllabus Outcomes:**

**EN5-3B** selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning

**EN5-6C** investigates the relationships between and among texts and creates imaginative texts that make relevant thematic and intertextual connections with other texts

**Task Description:**

***"Knowing yourself is the beginning of all wisdom."—Aristotle.***

In class you have been reading texts which explore notions of 'Self- discovery'. For this task you are to plan and compose an imaginative response which demonstrates your understanding of self-discovery, as well as your ability to use language forms and features and structures of texts in an effective way.

Your response must be based on one of the prompts provided and needs to be between 800-1000 words in length. It will be completed under exam conditions; however, time in class will be allocated to planning, drafting and feedback

**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)

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

- plan, draft and seek feedback from my teacher

| Grade | Marking Criteria  |
|-------|---|
| A     | <ul style="list-style-type: none"> <li>• demonstrates extensive skills in the ability to select and use language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts</li> <li>• creates a highly effective imaginative text that makes relevant thematic and intertextual connections to the idea of self-discovery</li> </ul> |
| B     | <ul style="list-style-type: none"> <li>• demonstrates thorough skills in the ability to select and use language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts</li> <li>• creates an effective imaginative text that makes relevant thematic and intertextual connections to the idea of self-discovery</li> </ul>        |
| C     | <ul style="list-style-type: none"> <li>• demonstrates sound skills in the ability to select and use language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts</li> <li>• creates a sound imaginative text that makes relevant thematic and intertextual connections to the idea of self-discovery</li> </ul>                |
| D     | <ul style="list-style-type: none"> <li>• demonstrates basic skills in the ability to select and use language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts</li> <li>• creates a basic imaginative text that makes relevant thematic and intertextual connections to the idea of self-discovery</li> </ul>                |
| E     | <ul style="list-style-type: none"> <li>• demonstrates very limited skills in the ability to select and use language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts</li> <li>• creates a very limited imaginative text that makes relevant thematic and intertextual connections to idea of self-discovery</li> </ul>      |



## BERKELEY VALE CAMPUS ENGLISH ASSESSMENT TASK

**Due Date:** Term 4 Week 3

|  |                 |                       |                       |
|--|-----------------|-----------------------|-----------------------|
| <b>Title:</b> Multimodal and Viva Voce |                 | <b>Teacher Name:</b>  |                       |
| <b>Year:</b> 10                        | <b>Stage:</b> 5 | <b>Task Number:</b> 4 | <b>Weighting:</b> 25% |

### Syllabus Outcomes:

**EN5-2A** selects and uses language forms and features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning

**EN5-7D** understands and evaluates the diverse ways texts can represent personal and public worlds

**EN5-9E** purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

### Task Description:

#### PART A Visual Representation

Compose a visual representation exploring a key theme linked to Self-Discovery and the novel you have studied in class.

Compose a visual representation that clearly reflects your understanding of the novel you have studied in class. Your visual representation should explore one key theme linked to Self-Discovery and your view of the concept of Self-Discovery.

Your visual representation must include the following elements:

- a visual representation using a relatable visual image as a focal point (salient image) and a range of other visual techniques (colour, vector, font size, type, layout, angle and shot type etc)
- the title of the novel
- the author and date of publication placed directly under the title
- two notable quotes from the core text that relate to your chosen theme and the concept Self-Discovery
- one paragraph explaining how the quotes relate to the theme chosen and Self-Discovery
- ten (10) key words that relate to the key theme and concept Self-Discovery

Your visual representation should be A3 in size and be completed by hand or digitally. You must submit their composition at the time of your Viva Voce.

#### PART B Viva Voce

You are required to present your visual representation to a small panel of teachers and respond to questioning related to your interpretation of your class novel, theme and concept Self-Discovery as expressed in your representation.

When addressing Viva Voce questions, you need to demonstrate your understanding of how authors shape meaning using language forms and features as well how you have used language and visual techniques to make meaning in your visual representation.

The Viva Voce will run for **approximately 2 ½ minutes**

### Assessment Task Support Information:

- tasks to be submitted on Google Classroom
- 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:**

- read, understand, and analyse the set class novel
- plan, draft and seek feedback on your understanding of the themes and literary techniques presented in the class novel
- effectively experiment with visual techniques to engage an audience
- present an engaging exchange that illustrates my knowledge of the class novel themes and a deep understanding of the concept studied throughout the module

| Grade | Marking Criteria – PART A  |
|-------|--|
| A     | <ul style="list-style-type: none"><li>• a sophisticated, original and visually appealing visual representation that creatively connects the core text to the concept of self discovery, through the exploration of a key theme</li><li>• includes highly relevant literary quotations (2) from the core text that have substantial links to the theme and concept self-discovery. Paragraph response demonstrates extensive analysis of key theme and language techniques utilised by the author to convey meaning (paragraph response)</li><li>• original and artistic salient image, skillful use of visual techniques to convey meaning: colour (or lack of), contrast, symbolism and layout choices (salient and vectors) to convey the key theme being explored</li></ul> |
| B     | <ul style="list-style-type: none"><li>• an original and visually appealing visual representation that connects the core text to the concept of self discovery, through the exploration of a key theme</li><li>• relevant literary quotations (2) literary quotations (2) from the core text that have substantial links to the theme and concept self-discovery. Paragraph response demonstrates extensive analysis of key theme and language techniques utilised by the author to convey meaning (paragraph response)</li><li>• creative salient image and careful use of visual techniques: colour (or lack of), contrast, symbolism and layout choices (salient and vectors) to convey the key theme being explored</li></ul>   |
| C     | <ul style="list-style-type: none"><li>• an adequate visual representation that connects the core text to the concept of self discovery, through the exploration of a key theme</li><li>• use of quotations (2) from the core text with some link to the concept of discovery. Paragraph response is attempted and demonstrates sound analysis of themes and some language techniques used by the author to convey meaning (paragraph response)</li><li>• adequate use of visual techniques: colour (or lack of), contrast, symbolism and layout choices (salient and vectors) to convey the key theme being explored</li></ul>   |
| D     | <ul style="list-style-type: none"><li>• an adequate visual representation that connects the core text to the concept of self discovery, through the exploration of a key theme</li><li>• use of quotations (2) from the core text with some link to the concept of discovery. Paragraph response is attempted and demonstrates sound analysis of themes and some language techniques used by the author to convey meaning (paragraph response)</li><li>• adequate use of visual techniques: colour (or lack of), contrast, symbolism and layout choices (salient and vectors) to convey the key theme being explored</li></ul>   |
| E     | <ul style="list-style-type: none"><li>• very limited attempt at composing a visual representation</li><li>• visual representation has little/no connection to the theme, core text and/or concept discovery</li><li>• no obvious links made to the core text no quotations</li><li>• very limited use of visual techniques, no effort to apply colour, symbolism, or layout choices (possibly presented like a draft/unfinished)</li></ul>   |

**Grading Boundaries**

| A     | B     | C   | D   | E   |
|-------|-------|-----|-----|-----|
| 15-13 | 12-10 | 9-7 | 6-4 | 3-0 |



| Grade | Marking Criteria – PART B   |
|-------|---|
| A     | <ul style="list-style-type: none"> <li>provides evidence of a highly effective and extensive critical reflection of the core text EN5-7D</li> <li>demonstrates highly sophisticated skills in the coherent and fluent presentation of complex ideas, integrating understanding of audience appeal, essential purpose and effectiveness of the multimodal task EN5-9E</li> </ul> |
| B     | <ul style="list-style-type: none"> <li>provides evidence of an effective knowledge of the core text EN5-7D</li> <li>demonstrates effective skills in the coherent presentation of complex ideas, integrating understanding of audience appeal, essential purpose and effectiveness of the multimodal task EN5-9E</li> </ul>   |
| C     | <ul style="list-style-type: none"> <li>investigates and considers the structure of the core text EN5-7D</li> <li>demonstrates developing skills in the presentation of ideas and attempts to integrate understanding of audience appeal, essential purpose and effectiveness of the multimodal EN5-9E</li> </ul>  |
| D     | <ul style="list-style-type: none"> <li>demonstrates a superficial understanding with under-developed ideas of the core text EN5-7D</li> <li>delivers an uneven presentation and under-developed ideas of the effectiveness of the multimodal task EN5-9E</li> </ul>   |
| E     | <ul style="list-style-type: none"> <li>investigates and presents in a very limited manner with undeveloped ideas of the core text EN5-7D</li> </ul>   |

| Grading Boundaries |     |     |     |     |
|--------------------|-----|-----|-----|-----|
| A                  | B   | C   | D   | E   |
| 10-9               | 8-7 | 6-5 | 4-3 | 2-0 |

# HSIE

Includes:

Commerce





## BERKELEY VALE CAMPUS HISTORY ASSESSMENT TASK

**Due Date:** Term 3 Week 8

|  |                 |                       |                       |
|--|-----------------|-----------------------|-----------------------|
| <b>Title:</b> Changing Rights and Freedoms Rich Task |                 | <b>Teacher Name:</b>  |                       |
| <b>Year:</b> 10                                      | <b>Stage:</b> 5 | <b>Task Number:</b> 1 | <b>Weighting:</b> 50% |

### Syllabus Outcomes:

- HT5-2** able to place events in the correct order and explain what has stayed the same or changed as a result of the policies
- HT5-3** explain and analyses the motives and actions of past individuals and groups in the historical contexts of Aboriginal Rights and Freedoms
- HT5-6** able to use relevant evidence from sources to support historical narratives, explanations and analysis of the modern world and Australia
- HT5-9** apply a range of relevant historical terms and concepts when communicating an understanding of the past
- HT5-10** select and use appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

### Task Description:

#### Part 1: Extended response

In class, you have learnt how the four government policies of Protection, Assimilation, Integration and Self-Determination changed the rights and freedoms of Aboriginal people during the 20th Century.

You will write an extended response to the question: 'Assess the impacts of ONE significant government policy on the rights and freedoms of Aboriginal people and Torres Straight Islanders in Australia'. You will need to refer to at least 3 impacts. You must also include the following:

#### Tick when completed:

- ☐ an introduction and conclusion
- ☐ 6-8 paragraphs, on your chosen policy which address the above question. Your teacher will give you a TXXXC template to assist you with the structure
- ☐ Chicago Footnoting to reference quotes or facts that you have researched. You will learn how to do this in class
- ☐ a fully annotated bibliography. You will learn how to do this in class

#### Part 2: Creative work

This can be in the form of a photo, a digital file or some other form negotiated with your teacher.

#### Tick when completed:

- ☐ You are to produce one creative work (painting, sculpture, cartoon, diorama, model, ICT, video documentary, movie etc.) which reflect the 'impact' of a chosen policy. (15 Marks)

You are not limited to the above ideas and may wish to demonstrate your creativity and understanding of each policy in another way.

- ☐ You are required to complete a Source Analysis on your own creative piece: (10 marks)
  - content (what can you see in the source?)
  - purpose (entertain, education etc.)
  - usefulness (how is this useful to a historian studying Changing Rights and Freedoms?)
  - limitations (what is 'inaccurate' about the piece?)

#### Sources that can assist you include:

**The Podcasts:** In the Shadow of Terra Nullius parts 1-3 will be your main source of information

**The BVC HSIE Changing Rights and Freedoms Website:** <https://sites.google.com/education.nsw.gov.au/changing-rights-and-freedom/home>

**Textbooks:** any of the school textbooks containing the topic on Aboriginals –great for finding quotes

**Searching a Website:** there are hundreds of websites you can use. You need to decide what you are looking for exactly before searching. You could type into Google things like - 'A quote by PM Gough Whitlam on Land Rights,' 'Impact of the 1967 Referendum on Aboriginal people,' 'How stolen generation affected Australian Aborigines' etc.

**Assessment Task Support Information:**

- tasks to be submitted on Google Classroom
- 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:**

- listen to the Podcasts: In the Shadow of Terra Nullius parts 1-3
- complete the classwork on Government Policies relating to the topic “Changing Rights and Freedoms”
- answer the extended response question by evaluating the impacts of one policy on the rights and freedoms of Aboriginal people, with two detailed paragraphs (using TXXXC structure), an introduction and conclusion
- ensure that each paragraph is correctly referenced using the Chicago Footnoting style (minimum of two footnotes per paragraph) and that a fully annotated bibliography is included at the end of my response
- submit one creative work (in any medium I choose) that shows the impact of a chosen policy on the rights and freedoms of Aboriginal people. My work must include a written ‘rationale’ paragraph or explanation that shows how my work reflects the impact of my chosen policy

**Part 1: Extended response**

| Grade      | Marking Criteria   |
|------------|--|
| A<br>25-22 | <ul style="list-style-type: none"> <li>• extensive knowledge and understanding of one government policy with a very high level of historical detail</li> <li>• extensive use of key historical words and terms</li> <li>• well structured and have the required number and type of references and a correctly written annotated bibliography</li> </ul>  |
| B<br>21-17 | <ul style="list-style-type: none"> <li>• thorough knowledge and understanding of one government policy with a high level of historical detail</li> <li>• thorough use of key historical words and terms</li> <li>• well structured and have most of the required number and type of references</li> <li>• bibliography may have some structural mistakes</li> </ul>                                |
| C<br>16-12 | <ul style="list-style-type: none"> <li>• sound knowledge and understanding of one government policy with an adequate level of historical detail</li> <li>• some use of key historical words and terms</li> <li>• reasonably well structured but may lack the required number and type of references</li> <li>• bibliography may have structural mistakes or not be completely annotated</li> </ul> |
| D<br>11-7  | <ul style="list-style-type: none"> <li>• basic knowledge and understanding of one government policy with a limited level of historical detail</li> <li>• make little use of key historical words and terms</li> <li>• lack structure and does not have the required number and type of references</li> <li>• bibliography is poorly structured and may not be annotated</li> </ul>                 |
| E<br>6-1   | <ul style="list-style-type: none"> <li>• elementary knowledge and understanding of one government policy with a very limited level of historical detail</li> <li>• make very little to no use of key historical words and terms</li> <li>• lack structure and does not have the required number and type of references</li> <li>• bibliography is not included</li> </ul>                          |

**Grading Boundaries**

| A     | B     | C     | D    | E   |
|-------|-------|-------|------|-----|
| 25-22 | 21-17 | 16-12 | 11-7 | 6-1 |

**Part 2: Creative work**

| <b>Grade</b> | <b>Marking Criteria</b>   |
|--------------|---|
| A<br>25-22   | <ul style="list-style-type: none"><li>• create a work that is highly imaginative to demonstrate an extensive understanding of the changing rights and freedoms of Aboriginal people</li><li>• submit a sophisticated source analysis that meets the brief at a very high level</li></ul>                            |
| B<br>21-17   | <ul style="list-style-type: none"><li>• create a work that is highly imaginative to demonstrate a thorough understanding of the changing rights and freedoms of Aboriginal people</li><li>• submit a sophisticated source analysis that meets the brief at a very high level</li></ul>                              |
| C<br>16-12   | <ul style="list-style-type: none"><li>• create a work that uses some imagination to demonstrate a sound understanding of the changing rights and freedoms of Aboriginal people</li><li>• submit a source analysis that meets the brief at an adequate level</li></ul>   |
| D<br>11-7    | <ul style="list-style-type: none"><li>• create a work which may lack imagination to demonstrate a basic understanding of the changing rights and freedoms of Aboriginal people</li><li>• submit a source analysis that meets the brief at a limited level</li></ul>   |
| E<br>6-1     | <ul style="list-style-type: none"><li>• create a work which lacks imagination to demonstrate an elementary understanding of the changing rights and freedoms of Aboriginal people</li><li>• submit a source analysis that meets the brief at a very limited level or Source analysis may not be submitted</li></ul> |

| <b>Grading Boundaries</b> |       |       |      |     |
|---------------------------|-------|-------|------|-----|
| A                         | B     | C     | D    | E   |
| 25-22                     | 21-17 | 16-12 | 11-7 | 6-1 |



## BERKELEY VALE CAMPUS HISTORY ASSESSMENT TASK

**Due Date:** Term 4 Week 3

|   |                 |                       |                       |
|---|-----------------|-----------------------|-----------------------|
| <b>Title:</b> Yearly Online Examination |                 | <b>Teacher Name:</b>  |                       |
| <b>Year:</b> 10                         | <b>Stage:</b> 5 | <b>Task Number:</b> 2 | <b>Weighting:</b> 50% |

### Syllabus Outcomes:

- HT5-1** explains and assesses the historical forces and factors that shaped the modern world and Australia
- HT5-2** sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
- HT5-3** explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- HT5-4** explains and analyses the causes and effects of events and developments in the modern world and Australia
- HT5-6** uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
- HT5-9** applies a range of relevant historical terms and concepts when communicating an understanding of the past
- HT5-10** selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

### Task Description:

The examination will be a combination of 30 different types of Google Form questions and 1 extended response question.

Time: 1 hour 15 minutes

You will be assessed on the skills and the content you learned in the topics:

- Changing Rights and Freedoms
- The Holocaust

### Assessment Task Support Information:

- tasks to be submitted on Google Classroom
- 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 10 HSIE Google classroom, a pen, a calculator
- revise the content I have learnt about Changing Rights and Freedoms and The Holocaust
- practise response writing
- revise how to read maps, graphs and tables
- complete the practice test

| Grade | Marking Criteria  |
|-------|---|
| A     | <ul style="list-style-type: none"> <li>• extensive description of major periods of historical time and sequences events, people and societies from the past</li> <li>• extensive description of the motives and actions of past individuals and groups in the context of past societies</li> <li>• extensive description and explanation of the causes and effects of events and developments of past societies over time</li> <li>• identifies the meaning, purpose and context of historical sources to an outstanding level</li> <li>• uses evidence from sources to support historical narratives and explanations to an outstanding level</li> <li>• identifies and describes different contexts, perspectives and interpretations of the past to an outstanding level</li> <li>• locates, selects and organizes information from sources to develop and historical inquiry to an outstanding level</li> <li>• uses an extensive range of historical terms and concepts when communicating an understanding of the past</li> <li>• selects and uses appropriate written, visual and digital forms to communicate about the past to an outstanding level</li> </ul>           |
| B     | <ul style="list-style-type: none"> <li>• thorough description of major periods of historical time and sequences events, people and societies from the past</li> <li>• thorough description of the motives and actions of past individuals and groups in the context of past societies</li> <li>• thorough description and explanation of the causes and effects of events and developments of past societies over time</li> <li>• identifies the meaning, purpose and context of historical sources to a highly credible level</li> <li>• uses evidence from sources to support historical narratives and explanations to a highly credible level</li> <li>• identifies and describes different contexts, perspectives and interpretations of the past to a highly credible level</li> <li>• locates, selects and organizes information from sources to develop and historical inquiry to a highly credible level</li> <li>• uses a thorough range of historical terms and concepts when communicating an understanding of the past</li> <li>• selects and uses appropriate written, visual and digital forms to communicate about the past to a highly credible level</li> </ul> |
| C     | <ul style="list-style-type: none"> <li>• sound description of major periods of historical time and sequences events, people and societies from the past</li> <li>• sound description of the motives and actions of past individuals and groups in the context of past societies</li> <li>• sound description and explanation of the causes and effects of events and developments of past societies over time</li> <li>• identifies the meaning, purpose and context of historical sources to a credible level</li> <li>• uses evidence from sources to support historical narratives and explanations to a credible level</li> <li>• identifies and describes different contexts, perspectives and interpretations of the past to a credible level</li> <li>• locates, selects and organizes information from sources to develop and historical inquiry to a credible level</li> <li>• uses a sound range of historical terms and concepts when communicating an understanding of the past</li> <li>• selects and uses appropriate written, visual and digital forms to communicate about the past to a credible level</li> </ul>  |
| D     | <ul style="list-style-type: none"> <li>• basic description of major periods of historical time and sequences events, people and societies from the past</li> <li>• basic description of the motives and actions of past individuals and groups in the context of past societies</li> <li>• basic description and explanation of the causes and effects of events and developments of past societies over time</li> <li>• identifies some meaning, purpose and context of historical sources</li> <li>• uses some evidence from sources to support historical narratives and explanations</li> <li>• identifies and describes some different contexts, perspectives and interpretations of the past</li> <li>• locates, selects and organizes some information from sources to develop and historical inquiry</li> <li>• uses a basic range of historical terms and concepts when communicating an understanding of the past</li> <li>• selects and uses some appropriate written, visual and digital forms to communicate</li> </ul>  |
| E     | <ul style="list-style-type: none"> <li>• elementary description of major periods of historical time and sequences events, people and societies from the past</li> <li>• elementary description of the motives and actions of past individuals and groups in the context of past societies</li> <li>• elementary description and explanation of the causes and effects of events and developments of past societies over time</li> <li>• identifies at least one meaning, purpose and context of historical sources</li> <li>• uses at least one example of evidence from sources to support historical narratives and explanations</li> <li>• identifies and describes at least one different context, perspective and interpretation of the past</li> <li>• locates, selects and organizes at least one example of information from sources to develop and historical inquiry</li> <li>• uses an elementary range of historical terms and concepts when communicating an understanding of the past</li> <li>• selects and uses at least one appropriate written, visual and digital form to communicate</li> </ul>   |



## BERKELEY VALE CAMPUS COMMERCE ASSESSMENT TASK

**Due Date:** Term 3 Week 10

|                                 |                 |                       |                       |
|---------------------------------|-----------------|-----------------------|-----------------------|
| <b>Title:</b> Online Topic Test |                 | <b>Teacher Name:</b>  |                       |
| <b>Year:</b> 10                 | <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:

This task will be a multiple choice online examination. You will be assessed on your knowledge and understanding of the price mechanism and skill in interpreting supply and demand graphs.

The examination will take place during class time for the duration of 1 period.

### Assessment Task Support Information:

- tasks to be submitted on Google Classroom
- 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
- apply my knowledge and understanding of the commercial issues covered in class
- effectively apply the commercial skills learnt in class
- interpret the graphs correctly using my own knowledge and the knowledge I have learnt in class



| Grade              | Marking Criteria  |
|--------------------|---|
| <p>A<br/>30-26</p> | <p>The student achieves the following outcomes to an excellent standard:</p> <ul style="list-style-type: none"> <li>• applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts</li> <li>• analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts</li> <li>• analyses key factors affecting decisions</li> <li>• evaluates options for solving problems and issues</li> <li>• develops and implements plans designed to achieve goals researches and assesses information using a variety of sources explains information using a variety of forms</li> <li>• works independently and collaboratively to meet individual and collective goals within specified timeframes</li> </ul>  |
| <p>B<br/>26-21</p> | <p>The student achieves the following outcomes to a thorough standard:</p> <ul style="list-style-type: none"> <li>• applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts</li> <li>• analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts</li> <li>• analyses key factors affecting decisions</li> <li>• evaluates options for solving problems and issues</li> <li>• develops and implements plans designed to achieve goals researches and assesses information using a variety of sources explains information using a variety of forms</li> <li>• works independently and collaboratively to meet individual and collective goals within specified timeframes</li> </ul>    |
| <p>C<br/>20-13</p> | <p>The student achieves the following outcomes to a sound standard:</p> <ul style="list-style-type: none"> <li>• applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts</li> <li>• analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts</li> <li>• analyses key factors affecting decisions</li> <li>• evaluates options for solving problems and issues</li> <li>• develops and implements plans designed to achieve goals researches and assesses information using a variety of sources explains information using a variety of forms</li> <li>• works independently and collaboratively to meet individual and collective goals within specified timeframes</li> </ul>       |
| <p>D<br/>13-8</p>  | <p>The student achieves the following outcomes to a basic standard:</p> <ul style="list-style-type: none"> <li>• applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts</li> <li>• analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts</li> <li>• analyses key factors affecting decisions</li> <li>• evaluates options for solving problems and issues</li> <li>• develops and implements plans designed to achieve goals researches and assesses information using a variety of sources explains information using a variety of forms</li> <li>• works independently and collaboratively to meet individual and collective goals within specified timeframes</li> </ul>       |
| <p>E<br/>7-1</p>   | <p>The student achieves the following outcomes to an elementary standard:</p> <ul style="list-style-type: none"> <li>• applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts</li> <li>• analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts</li> <li>• analyses key factors affecting decisions</li> <li>• evaluates options for solving problems and issues</li> <li>• develops and implements plans designed to achieve goals researches and assesses information using a variety of sources explains information using a variety of forms</li> <li>• works independently and collaboratively to meet individual and collective goals within specified timeframes</li> </ul> |



## BERKELEY VALE CAMPUS COMMERCE ASSESSMENT TASK

**Due Date:** Term 3 Week 8

|  |                 |                       |                       |
|--|-----------------|-----------------------|-----------------------|
| <b>Title:</b> Berka's Big Day In Business Plan |                 | <b>Teacher Name:</b>  |                       |
| <b>Year:</b> 10                                | <b>Stage:</b> 5 | <b>Task Number:</b> 3 | <b>Weighting:</b> 30% |

### 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:

Your task is to outline and propose a business plan for a stall for the Berka's Big Day In. Your goal is to make a profit.

In your business plan you must submit the following:

- a prime function for your business
- a mission statement
- a description of your product
- a SWOT analysis
- a marketing plan
- a budget
- a break even analysis
- a staffing timetable for setup, operation and packup

### Assessment Task Support Information:

- tasks to be submitted on Google Classroom
- 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:

- plan a profitable stall using the templates provided
- base the business plan on market research and correct mathematical calculations
- be organized and timely in completing these documents
- put the plan into practice during Berka's Big Day In

| Grade | Marking Criteria  |
|-------|---|
| A     | <p>A student at this grade level will have highly detailed, credible and extensive:</p> <ul style="list-style-type: none"> <li>• prime function</li> <li>• mission statement</li> <li>• description of the product or service</li> <li>• SWOT analysis</li> <li>• marketing plan</li> <li>• budget</li> <li>• break even analysis</li> <li>• staffing timetable for setup, operation and pack up</li> </ul>                               |
| B     | <p>A student at this grade level will have detailed and thorough:</p> <ul style="list-style-type: none"> <li>• prime function</li> <li>• mission statement</li> <li>• description of the product or service</li> <li>• SWOT analysis</li> <li>• marketing plan</li> <li>• budget</li> <li>• break even analysis</li> <li>• staffing timetable for setup, operation and pack up</li> </ul>   |
| C     | <p>A student at this grade level will have a sound:</p> <ul style="list-style-type: none"> <li>• prime function</li> <li>• mission statement</li> <li>• description of the product or service</li> <li>• SWOT analysis</li> <li>• marketing plan</li> <li>• budget</li> <li>• break even analysis</li> <li>• staffing timetable for setup, operation and pack up</li> </ul>   |
| D     | <p>A student at this grade level will have a basic example of some business plan elements that can include:</p> <ul style="list-style-type: none"> <li>• prime function</li> <li>• mission statement</li> <li>• description of the product or service</li> <li>• SWOT analysis</li> <li>• marketing plan</li> <li>• budget</li> <li>• break even analysis</li> <li>• staffing timetable for setup, operation and pack up</li> </ul>       |
| E     | <p>A student at this grade level will have an elementary example of some business plan elements that can include:</p> <ul style="list-style-type: none"> <li>• prime function</li> <li>• mission statement</li> <li>• description of the product or service</li> <li>• SWOT analysis</li> <li>• marketing plan</li> <li>• budget</li> <li>• break even analysis</li> <li>• staffing timetable for setup, operation and pack up</li> </ul> |

| Grading Boundaries |       |       |      |     |
|--------------------|-------|-------|------|-----|
| A                  | B     | C     | D    | E   |
| 30-26              | 26-21 | 20-13 | 13-8 | 7-1 |

# MATHEMATICS





## BERKELEY VALE CAMPUS MATHEMATICS ASSESSMENT TASK

**Due Date:** Term 3 Week 10

|                          |                           |                       |                       |
|--------------------------|---------------------------|-----------------------|-----------------------|
| <b>Title:</b> Statistics |                           | <b>Teacher Name:</b>  |                       |
| <b>Year:</b> 10          | <b>Stage:</b> 5.1/5.2/5.3 | <b>Task Number:</b> 3 | <b>Weighting:</b> 25% |

### Syllabus Outcomes:

**MA5.1-12SP** Uses statistical displays to compare sets of data and evaluates statistical claims.

**MA5.2-15SP** Uses quartiles and box plots to compare sets of data and evaluates sources of data.

### Task Description:

This is a take home assessment task.

While on playground duty Mr Kelly noticed that the Year 10 boys were playing basketball, handball and generally being active while the Year 10 girls were sitting in groups and talking. Mr Kelly came back to the staffroom and concluded that "Year 10 boys are fitter than Year 10 girls." Miss Hilton totally refuted that assumption, and an argument broke out on who is fitter at Berkeley Vale Campus, the boys or the girls in Year 10.

One factor in determining fitness is heart rate. Resting heart rate, heart rate immediately after exercise and recovery heart rate.

In this assessment task, you will analyse real data to compare heart rates of year 10 students at BVC and conclude whether the data supports Mr Kelly's claim.

### 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, ruler and calculator
- complete all classwork and homework
- have all completed work marked and analyse errors
- answer all sections
- understand all terminology



**BERKELEY VALE CAMPUS**  
**MATHEMATICS ASSESSMENT TASK**

**Due Date:** Term 4 Week 3

|  |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|
| <b>Title:</b> Probability and Statistics |                       | <b>Teacher Name:</b>  |                       |
| <b>Year:</b> 10                          | <b>Stage:</b> 5.1/5.2 | <b>Task Number:</b> 4 | <b>Weighting:</b> 25% |

**Syllabus Outcomes:**

**MA5.1-13SP** calculates relative frequencies to estimate probabilities of simple and compound events

**MA5.2-17SP** describes and calculates probabilities in multi-step chance experiments

**MA5.1-12SP** uses statistical displays to compare sets of data, and evaluates statistical claims made in the media

**MA5.2-15SP** uses quartiles and box plots to compare sets of data, and evaluates sources of data

**Task Description:**

This will be a formal examination.

You will be required to demonstrate your ability to work with problems involving statistics and probability.

You will need to solve statistical problems including:

- types of data
- displaying data sets
- analysing data sets
- comparing data sets

You will need to solve probability problems including:

- theoretical probability
- relative frequency
- venn Diagrams
- two-way tables
- two step chance experiments

**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, ruler and calculator
- complete all classwork and homework
- have all completed work marked and analyse errors
- complete all revision
- answer all sections
- understand all terminology



## BERKELEY VALE CAMPUS MATHEMATICS ASSESSMENT TASK

**Due Date:** Term 4 Week 3

|   |                   |                       |                       |
|---|-------------------|-----------------------|-----------------------|
| <b>Title:</b> Simultaneous Equations and Statistics |                   | <b>Teacher Name:</b>  |                       |
| <b>Year:</b> 10                                     | <b>Stage:</b> 5.3 | <b>Task Number:</b> 4 | <b>Weighting:</b> 25% |

### Syllabus Outcomes:

**MA5.2-8NA** solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques

**MA5.3-7NA** solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations

**MA5.1-12SP** uses statistical displays to compare sets of data, and evaluates statistical claims made in the media

**MA5.2-15SP** uses quartiles and box plots to compare sets of data, and evaluates sources of data

### Task Description:

This will be a formal examination.

You will be required to demonstrate your ability to work with problems involving simultaneous equations and statistics.

You will need to solve simultaneous equation problems including:

- graphical solutions
- elimination method
- substitution method

You will need to solve statistical problems including:

- types of data
- displaying data sets
- analysing data sets
- comparing data sets

### 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, ruler and calculator
- complete all classwork and homework
- have all completed work marked and analyse errors
- complete all revision
- answer all sections
- understand all terminology

# PDHPE

Includes:

Child Studies

PASS







## BERKELEY VALE CAMPUS PDHPE ASSESSMENT TASK

Due Date: Term 3 Week 10

|                            |                 |                       |                       |
|----------------------------|-----------------|-----------------------|-----------------------|
| <b>Title:</b> Social Dance |                 | <b>Teacher Name:</b>  |                       |
| <b>Year:</b> 10            | <b>Stage:</b> 5 | <b>Task Number:</b> 4 | <b>Weighting:</b> 25% |

### Syllabus Outcomes:

**PD5-10** critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

**PD5-11** refines and applies movement skills and concepts to compose and perform innovative movement sequences

### Task Description:

Students will complete a range of dances throughout the unit and will be formally assessed on their participation, performance and etiquette. Participation aims to encourage enjoyment in dance and focus upon lifelong participation. Students are encouraged to move confidently and interact with other students. Dances will increase in difficulty throughout the unit. Basic steps will be taught first.

#### Participation and Performance (20 Marks)

Students will be required to perform The Waltz and The Cha Cha and will be marked on their diligence, sustained effort, correct technique and knowledge of dance steps. Students will be required to participate fully each lesson and will be given an overall participation mark at the end of the unit.

Within each dance students are required to demonstrate the following skills:

- timing/rhythm
- stance and posture
- competence in repeating movements consistently with a variety of partners

#### Dance Etiquette (5 Marks)

Students will be marked on their dance etiquette each lesson and will be given an overall mark at the end of the unit.

#### Websites that can assist include:

- [http://www.ballroomdancers.com/Dances/dance\\_overview.asp?Dance=CHA](http://www.ballroomdancers.com/Dances/dance_overview.asp?Dance=CHA)
- [http://www.centralhome.com/ballroomcountry/waltz\\_steps-1.htm](http://www.centralhome.com/ballroomcountry/waltz_steps-1.htm)

### Assessment Task Support Information:

- tasks to be submitted on Google Classroom
- 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
- behave appropriately, demonstrating correct dance etiquette
- demonstrate my knowledge and coordination of steps

| Grade | Marking Criteria  |
|-------|---|
| A     | <ul style="list-style-type: none"> <li>• controlled and precise body form and postural alignment, neatly executed arm lines, leg lines and footwork. Outstanding use of the performance space, including inventive application of floor patterns</li> <li>• dancers utilize complexity in partnership work, demonstrating inventive and original use of levels, partner interactions and shape</li> <li>• always displays outstanding dance etiquette</li> <li>• always participates with diligence and sustained effort</li> </ul> |
| B     | <ul style="list-style-type: none"> <li>• controlled body form and postural alignment, arm lines, leg lines and footwork</li> <li>• explores the performance space and applies numerous creative floor patterns</li> <li>• dancers explore partnership work, demonstrating good use of levels, partner interactions and shapes</li> <li>• usually displays proficient dance etiquette</li> <li>• mostly participates with diligence and sustained effort</li> </ul>  |
| C     | <ul style="list-style-type: none"> <li>• sound execution of body form and postural alignment, arm lines, leg lines and footwork with some minor inconsistencies</li> <li>• movement in the performance space addresses sound use of floor patterns</li> <li>• dancers explore partnership work, addressing sound use of levels, partner interactions and shapes</li> <li>• displays satisfactory dance etiquette</li> <li>• generally participates to the best of their ability</li> </ul>  |
| D     | <ul style="list-style-type: none"> <li>• body form and postural alignment, arm lines, leg lines and footwork with some technical inconsistencies</li> <li>• addresses some floor patterns in the performance space</li> <li>• movement repeat common levels, partner interactions and shapes</li> <li>• displays foundational dance etiquette</li> <li>• sometimes participates with diligence and sustained effort</li> </ul>  |
| E     | <ul style="list-style-type: none"> <li>• greater awareness and execution required of one or more of the following: body form, postural alignment, placement, arm and leg lines and footwork</li> <li>• greater complexity of floor patterns required within the performance space</li> <li>• greater use of partner interactions, shapes and levels required</li> <li>• displays very limited dance etiquette</li> <li>• rarely participates with diligence and sustained effort</li> </ul>   |



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

**Due Date:** Term 3 Week 10

|                              |                 |                       |                       |
|------------------------------|-----------------|-----------------------|-----------------------|
| <b>Title:</b> Playroom Model |                 | <b>Teacher Name:</b>  |                       |
| <b>Year:</b> 10              | <b>Stage:</b> 5 | <b>Task Number:</b> 3 | <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:**

This task has two parts:

**Part 1 – 3D Model (15 marks)**

You are to create a diorama (3D model) of a kid's playroom. This can be a diorama, virtual model or poster.

This can be a model of a pre-school room or a playroom in a house. It can be an indoor or outdoor space.

Your model should include the following:

- a consistent theme or style eg rainbow, neutral, boys' or girls' specific style
- all furniture the space requires eg bookcases, table and chairs
- examples of toys the space will hold eg books
- decorations and finishes eg wallpaper, prints, artwork, posters, rugs

**Part 2 – Design Portfolio (15 marks)**

Along with your model you are to submit a portfolio to justify the choices you have made when designing your space.

It must contain the following information:

- a title page and contents page
- a drawing of the floor plan
- an outline of your design brief including the focus age group
- identify 3 elements of the space and describe why you chose them
- identify 3 types of play and explain how this can be achieved in this play space. Include specific examples
- outline 3 areas of child development and discuss how a child can enhance their development in each area using your space.

**Assessment Task Support Information:**

- tasks to be submitted on Google Classroom
- 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:**

- link childhood development areas to each play activity and space
- IDENTIFY – Recognise and name
- OUTLINE/DESCRIBE - Recognise and name, list characteristics
- DISCUSS - Recognise and name, list characteristics, give examples,
- EXPLAIN – Recognise and name, list characteristics, give examples, shown cause and effect

| Grade | Marking Criteria  |
|-------|---|
| A     | <ul style="list-style-type: none"> <li>• students create an extensively detailed 3D model</li> <li>• portfolio is completed to an extensive level</li> <li>• identification of 3 spaces from playroom, with a extensive response given in regards to why these specific selections were made</li> <li>• extensive knowledge of the different types of play, making links of spaces that can occur in playroom, using specific examples, and outlining how these spaces can support a child play</li> <li>• extensive knowledge of the areas of development</li> <li>• extensive discussion linking ways a child can enhance their development in three of the area of development using specific examples of spaces/toys available in playroom</li> </ul> |
| B     | <ul style="list-style-type: none"> <li>• students create a thoroughly detailed 3D model</li> <li>• portfolio is completed to a thorough level</li> <li>• identification of 3 spaces from playroom, with a thorough response given in regards to why these specific selections were made</li> <li>• thorough knowledge of the different types of play, making links of spaces that can occur in playroom, using specific examples, and outlining how these spaces can support a child play</li> <li>• thorough knowledge of the areas of development</li> <li>• thorough discussion linking ways a child can enhance their development in three of the area of development using specific examples of spaces/toys available in playroom</li> </ul>         |
| C     | <ul style="list-style-type: none"> <li>• students create a sound 3D model</li> <li>• portfolio is completed to a sound level</li> <li>• identification of 2 spaces from playroom, with a sound response given in regards to why these specific selections were made</li> <li>• sound knowledge of the different types of play, making some links of spaces that can occur in playroom, using specific examples</li> <li>• sound knowledge of the areas of development</li> <li>• sound discussion linking ways a child can enhance their development in 2 of the area of development using basic examples of spaces/toys available in playroom</li> </ul>   |
| D     | <ul style="list-style-type: none"> <li>• students create a basic 3D model</li> <li>• portfolio is completed to a basic level</li> <li>• identification of 1 space from playroom, with a basic response given in regards to why these specific selections were made</li> <li>• basic knowledge of the different types of play, making basic links of spaces that can occur in playroom, using specific examples</li> <li>• basic knowledge of the areas of development</li> <li>• basic discussion linking ways a child can enhance their development in 1 of the areas of development using basic examples of spaces/toys available in playroom</li> </ul>  |
| E     | <ul style="list-style-type: none"> <li>• students fail to create or create a limited 3D model</li> <li>• portfolio is completed to a limited level</li> <li>• very limited or no identification of a space from playroom, with a basic response given in regards to why these specific selections were made</li> <li>• very limited or no knowledge of the different types of play, making no links of spaces that can occur in the playroom</li> <li>• very limited or no knowledge of the areas of development</li> <li>• very limited or no discussion linking ways a child can enhance their development in 1 of the areas of development using no examples of spaces/toys available in playroom</li> </ul>   |



## BERKELEY VALE CAMPUS PASS ASSESSMENT TASK

**Due Date:** Term 3 Week 9

|                           |                 |                       |                       |
|---------------------------|-----------------|-----------------------|-----------------------|
| <b>Title:</b> Examination |                 | <b>Teacher Name:</b>  |                       |
| <b>Year:</b> 10           | <b>Stage:</b> 5 | <b>Task Number:</b> 3 | <b>Weighting:</b> 25% |

### Syllabus Outcomes:

**PASS5-1** discusses factors that limit and enhance the capacity to move and perform

**PASS5-10** analyses and appraises information, opinions and observations to inform physical activity and sport decisions

### Task Description:

Students will need to complete two components for this task:

#### Part 1 Exam 20%

Students will be required to complete an exam on the topics they have studied this year.

Students will be asked to answer a range of questions in relation to the following topics:

- Technology in Sport
- Body Systems
- Netball

#### Part 2 Study Notes 5%

Students will be required to prepare detailed study notes and submit them to their teacher prior to sitting the exam.

### Assessment Task Support Information:

- tasks to be submitted on Google Classroom
- 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:** blue or black pen
- revise the PowerPoint presentations on Google Classroom
- answer all sections
- use appropriate terminology
- prepare detailed study notes and submit to the teacher prior to the exam

| Grade | Marking Criteria  |
|-------|---|
| A     | <ul style="list-style-type: none"> <li>• demonstrates an excellent level of understanding of the Technology, Body Systems and Netball Units</li> <li>• study notes included all essential classwork, diagrams and various study techniques</li> </ul> |
| B     | <ul style="list-style-type: none"> <li>• demonstrates a thorough level of understanding of the Technology, Body Systems and Netball Units</li> <li>• study notes included majority of the classwork, diagrams and some study techniques</li> </ul>    |
| C     | <ul style="list-style-type: none"> <li>• demonstrates a satisfactory level of understanding of the Technology, Body Systems and Netball Units</li> <li>• study notes included most of the classwork, diagrams and some study techniques</li> </ul>    |
| D     | <ul style="list-style-type: none"> <li>• demonstrates a basic level of understanding of the Technology, Body Systems and Netball Units</li> <li>• study notes included some of the classwork, diagrams and minimal study techniques</li> </ul>        |
| E     | <ul style="list-style-type: none"> <li>• demonstrates a very limited level of understanding of the Technology, Body Systems and Netball Units</li> <li>• failed to submit their study notes</li> </ul>  |



## BERKELEY VALE CAMPUS PASS ASSESSMENT TASK

**Due Date:** Term 3 Week 10

|                       |                 |                       |                       |
|-----------------------|-----------------|-----------------------|-----------------------|
| <b>Title:</b> Hitting |                 | <b>Teacher Name:</b>  |                       |
| <b>Year:</b> 10       | <b>Stage:</b> 5 | <b>Task Number:</b> 4 | <b>Weighting:</b> 25% |

### Syllabus Outcomes:

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

**PASS5-6** evaluates the characteristics of participation and quality performance in physical activity and sport

### Task Description:

Students will need to complete two components for this task:

#### Practical Golf Technique (10 marks)

This task will require students to consistently participate with SAFTEY in the Golf Hitting Unit.

Students will be assessed in the following foundation golf skills:

- Swinging/Driving
- Chipping
- Putting

Students will have the opportunity to practise and refine these skills in a range of teaching and learning activities, including modified games.

#### Theory Skills Checklist (10 marks)

Students will need to choose a skill in golf and create a skills checklist for someone learning the skill making sure the skills checklist is informative and creative. Canva is the recommended platform to use. Students will need access to a computer to research the skill and complete the skills checklist.

The following information should be included:

- name of the skill
- when is it best used in the game?
- common errors
- coaching points and photos demonstrating the following THREE phases:
  - Preparation Phase
  - Execution Phase
  - Follow Through Phase

#### Websites that can assist you include:

- Get Skilled Get Active: <https://goo.gl/PtgmIm>

### Assessment Task Support Information:

- tasks to be submitted on Google Classroom
- 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 uniform (sport shorts, sport shirt and joggers)
- complete the skills checklist
- refine fundamental and specialised movement skills in predictable and dynamic learning situations

| Grade | Marking Criteria   |
|-------|--|
| A     | <ul style="list-style-type: none"> <li>• constantly involved, enthusiastic, positive and encourages their peers</li> <li>• displays an excellent knowledge of golf</li> <li>• demonstrates extensive understanding of appropriate decision making when and where to strike the ball with force and direction appropriate for the situation</li> <li>• consistently follows the safety procedures set out by the teacher</li> <li>• demonstrates extensive understanding of the golf techniques needed</li> <li>• skills checklist is informative, eye catching and engaging to the audience and contains THREE photos of the student in the THREE phases of the skill</li> </ul> |
| B     | <ul style="list-style-type: none"> <li>• regularly involved, enthusiastic, positive and encourages their peers</li> <li>• displays a good knowledge of the game</li> <li>• demonstrates thorough understanding of appropriate decision making when and where to strike the ball with force and direction appropriate for the situation</li> <li>• consistently follows the safety procedures set out by the teacher</li> <li>• demonstrates thorough understanding of the golf techniques needed</li> <li>• skills checklist is informative and engaging to the audience and contains photos of the student in the THREE phases of the skill</li> </ul>                          |
| C     | <ul style="list-style-type: none"> <li>• sometimes involved, enthusiastic and cooperative</li> <li>• provides some support to their peers</li> <li>• understands the game, knows and respects the rules</li> <li>• demonstrates satisfactory understanding of appropriate decision making when and where to strike the ball with force and direction appropriate for the situation</li> <li>• follows the safety procedures set out by the teacher</li> <li>• demonstrates satisfactory understanding of the golf techniques needed</li> <li>• skills checklist is informative or engaging to the audience and contains photos of the THREE phases of the skill</li> </ul>       |
| D     | <ul style="list-style-type: none"> <li>• limited involvement in game and rarely communicates or provides positive support and encouragement for their peers</li> <li>• limited knowledge and application of the game</li> <li>• demonstrates basic understanding of appropriate decision making when and where to strike the ball with force and direction appropriate for the situation</li> <li>• rarely follows the safety procedures set out by the teacher</li> <li>• demonstrate basic understanding of the golf techniques needed</li> <li>• skills checklist contains some information and photos of the skill</li> </ul>  |
| E     | <ul style="list-style-type: none"> <li>• very limited involvement in game and rarely communicates or provides positive support and encouragement for their peers</li> <li>• very limited knowledge and application of the game</li> <li>• demonstrates very limited understanding of appropriate decision making when and where to strike the ball with force and direction appropriate for the situation</li> <li>• does not follow the safety procedures set out by the teacher</li> <li>• demonstrates very limited understanding of the golf techniques needed</li> <li>• skills checklist contains very limited information and little or no photos of the skill</li> </ul> |



# SCIENCE

Includes:

Marine Studies





## BERKELEY VALE CAMPUS SCIENCE ASSESSMENT TASK

Due Date: Term 3 Week 6

|                                     |                 |                       |                       |
|-------------------------------------|-----------------|-----------------------|-----------------------|
| <b>Title:</b> The Universe ICT Task |                 | <b>Teacher Name:</b>  |                       |
| <b>Year:</b> 10                     | <b>Stage:</b> 5 | <b>Task Number:</b> 3 | <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

**SC5-12ES** describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community

**SC5-13ES** explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions and related to contemporary issues

### Task Description:

In this task students must use ICT such as PowerPoint, Prezi, Movie Maker or Google Slides to create a smooth coherent presentation and submit online via your Google Classroom.

The presentation must include:

#### Section 1 The Big Bang Theory

- a description and diagram of Steady State Theory
- a description and diagram of the Theory
- a comparison of Steady State and Big Bang Theories
- an explanation of the evidence which supports the Big Bang Theory; including but not limited to Red Shift and Cosmic Microwave Background Radiation
- relevant music to accompany your presentation (for example, theme from 2001 A Space Odyssey)
- a bibliography with correct references to all sources of information and images used (minimum 4 sources); include the title, author, year published and website of all sources

#### Section 2 The Purpose of Space Exploration

- evaluate the benefits of exploring the universe using telescopes and international space programs
  - for example, begin by describing the cost, resources and time involved in space exploration, compare this to money spent on education or defense, and explain how this funding has led to improvements in medicine, aviation, agriculture and more. Evaluate (judge) whether spending money on space has been worthwhile
- hypothesise what modern society would look like if humanity had not taken an interest in space
  - for example, begin by describing a technology which has been developed as a result of designing telescopes, rockets and satellite communications, explain how it is used in society and hypothesise what a society without this technology would look like

Limited access to a computer will be provided during class, however, students are expected to complete the majority of this task in their own time. Library computers are available during break times.

### Assessment Task Support Information:

- tasks to be submitted on Google Classroom
- 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:

- include all of the information described in the marking criteria
- use appropriate terminology
- avoid plagiarism and provide appropriately detailed references for sources

| Grade | Marking Criteria  |
|-------|---|
| A     | <ul style="list-style-type: none"> <li>• demonstrates extensive knowledge of how to identify and reference sources of information</li> <li>• applies an extensive knowledge of ICT to develop a coherent, engaging and informative presentation</li> <li>• effectively gathers, selects and organises information from secondary sources to produce an extensive explanation of the Big Bang Theory and extensively compares it to Steady State Theory</li> <li>• uses critical thinking skills to evaluate the benefits of exploring space and considers distribution of resources such as time and money relative to the benefits</li> <li>• identifies and proposes valid hypotheses and makes evidence based predictions about a society without interest in space</li> </ul> |
| B     | <ul style="list-style-type: none"> <li>• demonstrates a thorough knowledge of how to identify and reference sources of information</li> <li>• student applies a thorough knowledge of ICT to develop a coherent, engaging and informative presentation</li> <li>• effectively gathers, selects and organises information from secondary sources to produce a thorough explanation of the Big Bang Theory and thoroughly compares it to Steady State Theory</li> <li>• uses critical thinking skills to explain the benefits of exploring space and considers the distribution of resources such as time and money relative to the benefits</li> <li>• identifies and proposes valid hypotheses and makes logical predictions about a society without interest in space</li> </ul> |
| C     | <ul style="list-style-type: none"> <li>• demonstrates a sound knowledge of how to identify and reference sources of information</li> <li>• applies a sound knowledge of ICT to develop a coherent, engaging and informative presentation</li> <li>• gathers, selects and organises information from secondary sources to produce a basic explanation of the Big Bang Theory and provides a sound comparison to Steady State Theory</li> <li>• explains the benefits of exploring space</li> <li>• identifies and proposes related hypotheses and makes predictions about a society without interest in space</li> </ul>   |
| D     | <ul style="list-style-type: none"> <li>• demonstrates a basic knowledge of how to identify and reference sources of information</li> <li>• applies a basic knowledge of ICT to develop a coherent, engaging and informative presentation</li> <li>• describes the Steady State Theory, the Big Bang Theory and outlines the evidence for the Big Bang Theory</li> <li>• describes the benefits, cost or time involved in exploring space</li> <li>• describes technologies which developed as a result of space exploration and attempts to make predictions</li> </ul>   |
| E     | <ul style="list-style-type: none"> <li>• demonstrates an elementary knowledge of how to identify and reference sources of information</li> <li>• applies an elementary knowledge of ICT to develop a coherent, engaging and informative presentation</li> <li>• attempts to describe Steady State Theory, the Big Bang Theory and lists the evidence for the Big Bang Theory</li> <li>• lists the benefits, cost or time involved in exploring space</li> <li>• describes technologies which developed as a result of space exploration</li> </ul>  |



**BERKELEY VALE CAMPUS  
SCIENCE ASSESSMENT TASK**

**Due Date:** Term 4 Week 3

|                                  |                 |                       |                       |
|----------------------------------|-----------------|-----------------------|-----------------------|
| <b>Title:</b> Yearly Examination |                 | <b>Teacher Name:</b>  |                       |
| <b>Year:</b> 10                  | <b>Stage:</b> 4 | <b>Task Number:</b> 4 | <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
- SC5-12ES** describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
- SC5-13ES** explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
- 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
- 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:**

This is an in-class examination which will examine the following topics from Year 10 Science:

- Investigating
- Genetics
- Chemical Reactions
- The Universe
- Earth's History

**Examination Structure**

Section 1 – multiple choice

Section 2 – short response

Section 3 – extended response

**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, eraser and calculator
- demonstrate my understanding of the concepts covered
- extract information from a variety of sources and explains relationships, patterns and trends
- answer all sections
- use appropriate terminology
- include all the information described in the marking criteria

| Grade | Marking Criteria  |
|-------|---|
| A     | <ul style="list-style-type: none"> <li>• an 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 and can readily apply this knowledge</li> <li>• achieved a high level of competence in the processes and skills and can apply these skills to new situations</li> </ul>          |
| C     | <ul style="list-style-type: none"> <li>• a sound knowledge and understanding of the main areas of content</li> <li>• as 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>• an 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>   |



**BERKELEY VALE CAMPUS  
MARINE STUDIES  
ASSESSMENT TASK**

**Due Date:** Term 3 Week 4

|                                 |                 |                       |                       |
|---------------------------------|-----------------|-----------------------|-----------------------|
| <b>Title:</b> Food from the Sea |                 | <b>Teacher Name:</b>  |                       |
| <b>Year:</b> 10                 | <b>Stage:</b> 5 | <b>Task Number:</b> 2 | <b>Weighting:</b> 35% |

**Syllabus Outcomes:**

**MAR5-9** selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings

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

**Task Description:**

**Section 1: Recipe Preparation**

Design a recipe for a seafood dish using at least two types of seafood. You will be required to present this recipe as an A4 document that is suitable for publishing in a cookbook.

You will be required to provide a nutritional information panel about your dish. This information should be presented at the bottom of your recipe page.

**Section 2: Seafood Cooking**

You will be provided with a recipe that will require you to work in a group to prepare and cook. This recipe will involve preparing and cooking a prawn dish that must be completed in 1 hour.

You will be assessed on your:

- recipe preparation
- use of equipment
- cleanliness
- presentation of the dish
- ability to work as an active member of the group

**Assessment Task Support Information:**

- tasks to be submitted on Google Classroom
- 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:** paper, pens, coloured paper, colouring pencils
- include all information described in the marking criteria
- use appropriate terminology

| 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>   |



**BERKELEY VALE CAMPUS  
MARINE STUDIES  
ASSESSMENT TASK**

**Due Date:** Term 3 Week 9

|                               |                 |                       |                       |
|-------------------------------|-----------------|-----------------------|-----------------------|
| <b>Title:</b> Fish Harvesting |                 | <b>Teacher Name:</b>  |                       |
| <b>Year:</b> 10               | <b>Stage:</b> 5 | <b>Task Number:</b> 3 | <b>Weighting:</b> 30% |

**Syllabus Outcomes:**

**MAR5-8** identifies, describes and evaluates policies for monitoring and conserving the marine environment

**MAR5-9** selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings

**Task Description:**

You will be required to complete a bony fish dissection and accompanying laboratory report. This is a paired activity to be completed during 1 Marine Studies lesson. Pairs will be assigned at random by the classroom teacher. You will need to describe features of the fish that relate to both the external and internal anatomy.

You will be assessed on your ability to;

- identify and describe anatomical features
- follow the dissection method
- use of dissection equipment
- record observations
- answer questions as part of the laboratory report

**Assessment Task Support Information:**

- tasks to be submitted on Google Classroom
- 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:**

- include all information described in the marking criteria
- use appropriate terminology



| 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

Textiles Technology





**BERKELEY VALE CAMPUS  
AGRICULTURE TECHNOLOGY  
ASSESSMENT TASK**

**Due Date:** Term 3 Week 9

|                                  |                 |                       |                       |
|----------------------------------|-----------------|-----------------------|-----------------------|
| <b>Title:</b> Yearly Examination |                 | <b>Teacher Name:</b>  |                       |
| <b>Year:</b> 10                  | <b>Stage:</b> 5 | <b>Task Number:</b> 3 | <b>Weighting:</b> 20% |

**Syllabus Outcomes:**

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

**AG5-9** evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics

**Task Description:**

The assessment task will be an in class written examination covering the following content from Year 10 Agricultural Technology.

**Topics covered are:**

- Poultry Production
- Aquaponics

**Examination Structure**

Section 1 – multiple choice

Section 2 – short response

Section 3 – extended response

You will be assessed on how well you:

- demonstrate your understanding of the concepts covered
- extract information from a variety of sources and explain relationships, patterns and trends.

**Assessment Task Support Information:**

- tasks to be submitted on Google Classroom
- 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)

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

- answer all sections
- use appropriate terminology
- include all of the information described in the marking criteria

| Grade | Marking Criteria   |
|-------|--|
| A     | <ul style="list-style-type: none"> <li>demonstrates extensive knowledge of agriculture and the interactions within and between agricultural enterprises and systems, evaluating the reasons for the use of identified species and breeds in Australian agriculture</li> <li>assesses the local and global interactions within and between the agricultural sector and the Australian economy, culture and society</li> <li>displays extensive knowledge of, and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines</li> <li>evaluates the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture</li> <li>displays highly developed research skills and independently uses a variety of communication technologies to effectively investigate, collect, analyse and present agricultural data</li> </ul>      |
| B     | <ul style="list-style-type: none"> <li>demonstrates thorough knowledge of agriculture and the interactions within and between agricultural enterprises and systems, analysing the reasons for the use of identified species and breeds in Australian agriculture</li> <li>analyses the local and global interactions within and between the agricultural sector and the Australian economy, culture and society</li> <li>displays thorough knowledge of, and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines</li> <li>analyses the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture</li> <li>displays well-developed research skills and uses a variety of communication technologies to effectively investigate, collect, analyse and present agricultural data</li> </ul>                          |
| C     | <ul style="list-style-type: none"> <li>demonstrates sound knowledge of the interactions within and between agricultural enterprises and systems, explaining the reasons for the use of identified species and breeds in Australian agriculture</li> <li>describes the local and global interactions within and between the agricultural sector and the Australian economy, culture and society</li> <li>displays sound knowledge of, and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines</li> <li>discusses the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture</li> <li>displays sound research skills and uses a variety of communication technologies to investigate, collect, analyse and present agricultural data</li> </ul>  |
| D     | <ul style="list-style-type: none"> <li>demonstrates basic knowledge of the interactions within and between agricultural enterprises and systems, outlining the reasons for the use of identified species and breeds in Australian agriculture</li> <li>outlines local and global interactions within and between the agricultural sector and the Australian economy, culture and society</li> <li>displays basic knowledge of, and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines</li> <li>outlines the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture</li> <li>displays basic research skills and uses communication technologies to investigate, collect, interpret and present simple agricultural data</li> </ul>   |
| E     | <ul style="list-style-type: none"> <li>demonstrates an elementary knowledge of the interactions within and between agricultural enterprises and systems, outlining some reasons for the use of identified species and breeds in Australian agriculture</li> <li>identifies some local and global interactions within and between the agricultural sector and the Australian economy, culture and society</li> <li>with guidance, displays elementary knowledge of, and very limited skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines</li> <li>identifies some impacts of ethical management and marketing practices on productive, profitable and sustainable agriculture</li> <li>displays very limited research skills and, with guidance, uses communication technologies to investigate, collect, interpret and present simple agricultural data</li> </ul> |



**BERKELEY VALE CAMPUS  
AGRICULTURE TECHNOLOGY  
ASSESSMENT TASK**

**Due Date:** Term 4 Week 4

|                                     |                 |                       |                       |
|-------------------------------------|-----------------|-----------------------|-----------------------|
| <b>Title:</b> Practical Farm Skills |                 | <b>Teacher Name:</b>  |                       |
| <b>Year:</b> 10                     | <b>Stage:</b> 5 | <b>Task Number:</b> 4 | <b>Weighting:</b> 40% |

**Syllabus Outcomes:**

**AG5-6** explains and evaluates the impact of management decisions on plant production enterprises

**AG5-14** demonstrates plant and/or animal management practices safely and in collaboration with others

**Task Description:**

You are required to complete a written report based on research and experimental data collected as part of your practical mushroom growth trial.

You will learn the skills required to grow oyster mushrooms in a bucket and complete an experimental trial to observe the effect of pasteurizing a substrate on mushroom growth/yield.

There are two parts to this assessment task.

**Part A: Practical**

Follow the correct method and work collaboratively to safely grow oyster mushrooms in buckets.

Collect and record the growth data for the trial.

**Part B: Written Report**

Using the template provided, write a written report based on the experimental data from the trial.

**Assessment Task Support Information:**

- tasks to be submitted on Google Classroom
- 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)

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

- work collaboratively with others
- demonstrate the ability to follow the correct method for growing mushrooms in a bucket
- 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>• highly accurate, neat and complete data records</li> <li>• extensive written report with all parts of the template complete with outstanding detail</li> <li>• outstanding explanation and evaluation of the impact of management decisions in the trial on mushroom growth/yield</li> </ul> |
| B     | <ul style="list-style-type: none"> <li>• good participation in all practical work</li> <li>• accurate, neat and complete data records</li> <li>• comprehensive written report with all parts of the template complete with detail</li> <li>• comprehensive explanation and evaluation of the impact of management decisions in the trial on mushroom growth/yield</li> </ul>                     |
| C     | <ul style="list-style-type: none"> <li>• participates in practical work</li> <li>• data records are mostly complete and accurate</li> <li>• sound written report with all/most parts of the template complete</li> <li>• satisfactory explanation and evaluation of the impact of management decisions in the trial on mushroom growth/yield</li> </ul>  |
| D     | <ul style="list-style-type: none"> <li>• participates at times in practical work</li> <li>• data records are missing some entries and minimal accuracy</li> <li>• basic written report with some parts of the template complete with minimal detail</li> <li>• basic explanation and evaluation of the impact of management decisions in the trial on mushroom growth/yield</li> </ul>           |
| E     | <ul style="list-style-type: none"> <li>• makes little effort to participate in practical work</li> <li>• very limited data records</li> <li>• elementary/limited written report submitted with most parts of the template incomplete</li> <li>• limited or no explanation and evaluation of the impact of management decisions in the trial on mushroom growth/yield</li> </ul>                  |



**BERKELEY VALE CAMPUS  
FOOD TECHNOLOGY  
ASSESSMENT TASK**

**Due Date:** Term 3 Week 10

|                              |                 |                       |                       |
|------------------------------|-----------------|-----------------------|-----------------------|
| <b>Title:</b> Catering Event |                 | <b>Teacher Name:</b>  |                       |
| <b>Year:</b> 10              | <b>Stage:</b> 5 | <b>Task Number:</b> 3 | <b>Weighting:</b> 50% |

**Syllabus Outcomes:**

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

**FT5-4** accounts for changes to the properties of food which occur during food processing, preparation and storage

**FT5-5** applies appropriate methods of food processing, preparation and storage

**Task Description:**

You will need to complete two components for this task.

**PART 1 Theoretical**

As a group, you will prepare a digital folio including all components included in your restaurant.

**PART 2 Practical**

Plan, prepare and present a 3 course meal to 2 teachers adhering to a \$40 budget. The practical component will be completed in a group.

You and your group will run a restaurant for a day and have been given the task to prepare a 3 course meal for 2 teachers of your choice. The aim of this task is to showcase your cooking abilities and understanding of how to prepare a meal for a customer. You must plan, prepare and present the meals in a professional manner.

You will have a \$40 budget which you must adhere to. No extra ingredients or cost may be added to this and all orders must be completed by the set date as they will be ordered through the school account.

It is your responsibility to run this catering event as an established restaurant would run a similar event. This will include table settings, menus, invitations, drinks and decorations.

**Assessment Task Support Information:**

- tasks to be submitted on Google Classroom
- 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:**

- answer all sections
- use appropriate terminology
- demonstrate safe and hygienic skills in the kitchen
- present the meal to a high standard

| Grade | Marking Criteria  |
|-------|---|
| A     | <ul style="list-style-type: none"> <li>• demonstrate an extensive understanding of food properties, correct food processes and correct food storage by following a descriptive recipe and storing food in correct conditions</li> <li>• prepare and present a highly skilled 3 course meal for 2 guests adhering to time frames</li> <li>• brings all required equipment to the practical lesson students prepare and present the meal within the allocated budget</li> </ul>   |
| B     | <ul style="list-style-type: none"> <li>• demonstrate a high understanding of food properties, correct food processes and correct food storage by following a descriptive recipe and storing food in correct conditions</li> <li>• prepare and present a skilled 3 course meal for 2 guests adhering to time frames</li> <li>• brings all required equipment to the practical lesson students prepare and present the meal within the allocated budget</li> </ul>  |
| C     | <ul style="list-style-type: none"> <li>• demonstrate a sound understanding of food properties, correct food processes and correct food storage by following a descriptive recipe and storing food in correct conditions</li> <li>• prepare and present a 3 course meal with some degree of skills for 2 guests adhering to time frames</li> <li>• brings most of the required equipment to the practical lesson</li> <li>• prepare and present the meal close to allocated budget and/or does not order some required ingredients within the time frame</li> </ul>                                  |
| D     | <ul style="list-style-type: none"> <li>• demonstrate a limited understanding of food properties, correct food processes and correct food storage by following a descriptive recipe and storing food in correct conditions</li> <li>• prepare and present a 3 course meal with a limited degree of skill for 2 guests adhering close to the allocated time frames</li> <li>• brings some of the required equipment to the practical lesson</li> <li>• prepare and present the meal outside of the budget and/or does not order some required ingredients within the time frame</li> </ul>            |
| E     | <ul style="list-style-type: none"> <li>• demonstrates an elementary understanding of food properties, correct food processes and correct food storage by following a descriptive recipe and storing food in correct conditions</li> <li>• prepare and present a 3 course meal with a very limited degree of skill for 2 guests adhering outside of the allocated time frames</li> <li>• brings none of the required equipment to the practical lesson</li> <li>• prepare and present the meal outside of the budget and/or does not order the required ingredients within the time frame</li> </ul> |





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

**Due Date:** Term 4 Week 1

|                         |                 |                       |                       |
|-------------------------|-----------------|-----------------------|-----------------------|
| <b>Title:</b> Dartboard |                 | <b>Teacher Name:</b>  |                       |
| <b>Year:</b> 10         | <b>Stage:</b> 5 | <b>Task Number:</b> 2 | <b>Weighting:</b> 50% |

**Syllabus Outcomes:**

**IND5-6** identifies and participates in collaborative work practices in the learning environment

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

**IND5-10** describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

**Task Description:**

Students will be required to complete a practical (part A) and a theoretical (part B) component of the task.

**Part A - Practical**

Students are required to apply and transfer skills and processes to the production of a dartboard cabinet. A specific brief will be supplied during class and students must meet all requirements of the production process.

**Part B - Theoretical**

Students are required to individually complete a critical read and Google Form Quiz.

The theoretical component of the task will be submitted through Google Classroom.

The practical component of the task must be presented to your classroom teacher by the assigned submission date.

**Assessment Task Support Information:**

- task to be submitted on Google Classroom
- 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 theoretical and practical components of the task and submit by the assigned
- complete the task by the submission date
- adhere to all safety regulations within the practical classroom

| Grade | Marking Criteria  |
|-------|---|
| A     | <ul style="list-style-type: none"> <li>• displays excellent communication skills when working collaboratively with peers in the learning environment.</li> <li>• demonstrates an extensive level of competence when applying skills, processes and materials to the dartboard cabinet.</li> <li>• exhibits a very high level of knowledge and understanding when analysing and evaluating the impact of technology on society</li> </ul>                        |
| B     | <ul style="list-style-type: none"> <li>• displays competent skills when working collaboratively with peers in the learning environment.</li> <li>• demonstrates a high level of competence when applying skills, processes and materials to the dartboard cabinet.</li> <li>• exhibits a thorough knowledge and understanding when analysing and evaluating the impact of technology on society</li> </ul>  |
| C     | <ul style="list-style-type: none"> <li>• displays satisfactory communication skills when working collaboratively with peers in the learning environment.</li> <li>• demonstrates an adequate level of competence when applying skills, processes and materials to the dartboard cabinet.</li> <li>• exhibits sound knowledge and understanding when analysing and evaluating the impact of technology on society</li> </ul>                                     |
| D     | <ul style="list-style-type: none"> <li>• has difficulty applying communication skills when working collaboratively with peers in the learning environment.</li> <li>• with assistance achieved a basic level of competence when applying skills, processes and materials to the dartboard cabinet.</li> <li>• demonstrates a limited level of understanding when analysing and evaluating the impact of technology on society</li> </ul>                        |
| E     | <ul style="list-style-type: none"> <li>• was unable to use appropriate communication skills when working collaboratively in the learning environment.</li> <li>• with regular assistance achieved a very basic level of competence when applying skills, processes and materials to the dartboard cabinet.</li> <li>• demonstrates a very limited level of understanding and was not able to analyse or evaluate the impact of technology on society</li> </ul> |



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

**Due Date:** Term 3 Week 10

|                                     |                 |                       |                       |
|-------------------------------------|-----------------|-----------------------|-----------------------|
| <b>Title:</b> Camping BBQ and Folio |                 | <b>Teacher Name:</b>  |                       |
| <b>Year:</b> 10                     | <b>Stage:</b> 5 | <b>Task Number:</b> 4 | <b>Weighting:</b> 40% |

**Syllabus Outcomes:**

**IND5-5** selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.

**IND5-6** identifies and participates in collaborative work practices in the learning environment

**Task Description:**

**Part A**

You will be required to design and construct a metal camp BBQ in the workshop at school and complete a portfolio of design work to accompany it. Your construction will showcase a range of different joining methods along with various shaping and bending operations.

**Part B**

Your portfolio will showcase the research undertaken whilst designing and constructing your practical project. The folio should include pages such as:

- title page
- statement of intent
- existing designs · metal research
- joining research
- working drawings
- materials and costing list
- construction procedure
- evaluation

You will have access to classroom materials including:

- all tools and equipment in the Metalwork Room appropriate to your usage level
- additional equipment and technology for classwork and investigative learning
- work booklet scaffolded for students in need of extra support

**Assessment Task Support Information:**

- tasks to be submitted on Google Classroom
- 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 portfolio of works to a high standard
- complete the practical task safely and accurately

| Grade | Marking Criteria   |
|-------|--|
| A     | <ul style="list-style-type: none"> <li>• demonstrates an extensive knowledge and understanding of the project proposal requirements</li> <li>• reads and interprets plans with a very high level of skill in order to manufacture the project to exact specifications</li> <li>• Google Form is completed with a very high level of competence</li> </ul>          |
| B     | <ul style="list-style-type: none"> <li>• demonstrates a thorough knowledge and understanding of the project proposal requirements</li> <li>• reads and interprets plans with a high level of skill in order to manufacture the project to specifications</li> <li>• Google Form is completed with a high level of competence paragraph structure</li> </ul>        |
| C     | <ul style="list-style-type: none"> <li>• demonstrates a sound knowledge and understanding of the project proposal requirements</li> <li>• with assistance, reads and interprets plans with a sound level of skill in order to manufacture the project mostly to specifications</li> <li>• Google Form is completed with an adequate level of competence</li> </ul> |
| D     | <ul style="list-style-type: none"> <li>• demonstrates a basic knowledge and understanding of the project proposal requirements</li> <li>• with extensive assistance, reads and interprets plans with a basic level of skill in order to manufacture the project</li> <li>• Google Form is completed with a basic level of competence</li> </ul>                    |
| E     | <ul style="list-style-type: none"> <li>• demonstrates very limited knowledge and understanding of the project proposal requirements</li> <li>• does not read or interpret plans and needs extensive assistance to complete the practical project</li> <li>• Google Form is completed with a very limited level of competence</li> </ul>                            |



**BERKELEY VALE CAMPUS  
TEXTILES TECHNOLOGY  
ASSESSMENT TASK**

**Due Date:** Term 3 Week 10

|                                      |                 |                       |                       |
|--------------------------------------|-----------------|-----------------------|-----------------------|
| <b>Title:</b> My Label, My Direction |                 | <b>Teacher Name:</b>  |                       |
| <b>Year:</b> 10                      | <b>Stage:</b> 5 | <b>Task Number:</b> 3 | <b>Weighting:</b> 25% |

**Syllabus Outcomes:**

**TEX5-8** selects and uses appropriate technology to creatively document, communicate and present design and project work

**TEX5-11** demonstrates competence in the production of textile projects to completion

**Task Description:**

**Practical:**

Design, make and create a textile furnishing item or non-apparel item. The item must be unique, include a form or colouration or decoration technique eg, beading, tie-dye, applique, marbling etc.

Ideas for designs include cushions, dream catchers, bunting flags, make-up bags, dolls or something of your own choosing.

All design will be consulted with the teacher for final approval.

**Portfolio:**

Your portfolio must show a clear link with your project. The furnishing or textile item will be accompanied with a CANVA portfolio. See the folio assessment guide for more information.

**Assessment Task Support Information:**

- tasks to be submitted on Google Classroom
- 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:**

- hand the assessment in on time. Marks will be reduced by 10% per day, until a zero mark is given.
- Submit a completed portfolio – title page, inspiration page, 2 designs, 2 samples / experiments, final design, costing sheet / swing tag and evaluation
- demonstrate WHS principles
- use appropriate terminology

| Grade | Marking Criteria  |
|-------|---|
| A     | <ul style="list-style-type: none"> <li>demonstrates outstanding ability to creatively and proficiently manipulate appropriate materials, techniques and equipment to produce quality textile items</li> <li>completes textile projects reflecting efficient time management</li> <li>displays outstanding skill in the application of colour and decoration methods and / or design features</li> <li>documents all stages for the portfolio</li> <li>the portfolio has outstanding creativity and is presented in an organised and thorough manner</li> <li>the content in the portfolio is outstanding</li> </ul> |
| B     | <ul style="list-style-type: none"> <li>demonstrates very good ability to creatively and proficiently manipulate appropriate materials, techniques and equipment to produce quality textile items</li> <li>completes textile projects reflecting good time management</li> <li>displays very good skill in the application of colour and decoration methods and / or design features</li> <li>documents most stages in the portfolio</li> <li>the portfolio is creative and is presented in an organised and thorough manner</li> <li>the content in the portfolio is very good</li> </ul>                           |
| C     | <ul style="list-style-type: none"> <li>demonstrates competent ability to manipulate appropriate materials, techniques and/or equipment to safely produce medium quality textile items</li> <li>generally completes textile projects but requires more attention to finishing details</li> <li>displays competent skill in the application of colour and decoration methods and / or design features</li> <li>documents stages in the portfolio</li> <li>the portfolio is presented well and shows evidence of organisation</li> <li>the content in the portfolio is good</li> </ul>                                 |
| D     | <ul style="list-style-type: none"> <li>demonstrates limited skills, selecting inappropriate materials, techniques and/or equipment to produce low quality textile items</li> <li>item/s shows incomplete sections, appears rushed with little evidence of time management</li> <li>displays limited skill in the application of colour and decoration methods and / or design features</li> <li>documents some stages in the portfolio</li> <li>the portfolio shows some presentation skill and there is some evidence of organization</li> <li>the content in the portfolio is basic</li> </ul>                    |
| E     | <ul style="list-style-type: none"> <li>demonstrates poor skills, selecting inappropriate materials, techniques and/or equipment to produce low quality textile items</li> <li>item/s shows incomplete sections, appears rushed with little evidence of time management</li> <li>has not attempted a colour and decoration technique and / or design feature</li> <li>documents very little stages in the portfolio</li> <li>the portfolio shows little presentation skill and is unorganized</li> <li>the content in the portfolio is poor</li> </ul>   |



**BERKELEY VALE CAMPUS  
TEXTILES TECHNOLOGY  
ASSESSMENT TASK**

**Due Date:** Term 4 Week 3

|                                    |                 |                       |                       |
|------------------------------------|-----------------|-----------------------|-----------------------|
| <b>Title:</b> Textiles Yearly Exam |                 | <b>Teacher Name:</b>  |                       |
| <b>Year:</b> 10                    | <b>Stage:</b> 5 | <b>Task Number:</b> 4 | <b>Weighting:</b> 25% |

**Syllabus Outcomes:**

**TEX5-2** justifies the selection of textile materials for specific end uses

**TEX5-7** evaluates the impact of textiles production and use on the individual consumer and society

**Task Description:**

This yearly exam will cover a range of topics including:

1. properties and performance of textile – fabrics and fibres
2. patterns
3. elements of design
4. designers
5. history of clothing
6. textile industry
7. textiles in society

**Assessment Task Support Information:**

- tasks to be submitted on Google Classroom
- 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:**

- answer all questions
- use appropriate terminology
- complete the exam in the 50 minute allocated time

| Grade | Marking Criteria  |
|-------|---|
| A     | <ul style="list-style-type: none"> <li>• student demonstrates an extensive knowledge of the selection of textile materials for specific end use</li> <li>• student demonstrates an extensive knowledge of the impact of textiles production and use on the individual consumer and society</li> </ul>     |
| B     | <ul style="list-style-type: none"> <li>• student demonstrates a thorough knowledge of the selection of textile materials for specific end use</li> <li>• student demonstrates a thorough knowledge of the impact of textiles production and use on the individual consumer and society</li> </ul>         |
| C     | <ul style="list-style-type: none"> <li>• student demonstrates a sound knowledge of the selection of textile materials for specific end use</li> <li>• student demonstrates a sound knowledge of the impact of textiles production and use on the individual consumer and society</li> </ul>               |
| D     | <ul style="list-style-type: none"> <li>• student demonstrates a basic knowledge of the selection of textile materials for specific end use</li> <li>• student demonstrates a basic knowledge of the impact of textiles production and use on the individual consumer and society</li> </ul>               |
| E     | <ul style="list-style-type: none"> <li>• student demonstrates a very limited knowledge of the selection of textile materials for specific end use</li> <li>• student demonstrates a very limited knowledge of the impact of textiles production and use on the individual consumer and society</li> </ul> |





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

**Due Date:** Term 3 Week 3

|                              |                 |                       |                       |
|------------------------------|-----------------|-----------------------|-----------------------|
| <b>Title:</b> Forestry Study |                 | <b>Teacher Name:</b>  |                       |
| <b>Year:</b> 10              | <b>Stage:</b> 5 | <b>Task Number:</b> 3 | <b>Weighting:</b> 25% |

**Syllabus Outcomes:**

**IND5-10** describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

**Task Description:**

Students continue with the construction of their cabinet where they will be required to add components to their major project that includes a plinth, top edging, and doors.

Whilst undertaking these practical tasks, they will be required to undertake some research into factors affecting the forestry industry that includes deforestation.

**Assessment Task Support Information:**

- task to be submitted on Google Classroom
- 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:**

- submit the task on Google Classroom by the due date
- ask my teacher for assistance if needed

| Grade | Marking Criteria   |
|-------|--|
| A     | <ul style="list-style-type: none"> <li>independently identifies several factors that contribute to deforestation and the effects it has on the environment</li> <li>exhibits an extensive understanding of the effects of illegal logging on governments and indigenous groups</li> <li>explicitly communicates what can be implemented on a worldwide scale to stop the destruction of forests illegally</li> </ul> |
| B     | <ul style="list-style-type: none"> <li>identifies several factors that contribute to deforestation and the effects it has on the environment</li> <li>exhibits a high understanding of the effects of illegal logging on governments and indigenous groups</li> <li>communicates what can be implemented on a worldwide scale to stop the destruction of forests illegally</li> </ul>                                |
| C     | <ul style="list-style-type: none"> <li>identifies some factors that contribute to deforestation and the effects it has on the environment</li> <li>exhibits a sound understanding of the effects of illegal logging on governments and indigenous groups</li> <li>communicates what can be implemented on a worldwide scale to stop the destruction of forests illegally</li> </ul>                                  |
| D     | <ul style="list-style-type: none"> <li>identifies a few factors that contribute to deforestation and the effects it has on the environment</li> <li>exhibits a basic understanding of the effects of illegal logging on governments and indigenous groups</li> <li>briefly communicates what can be implemented on a worldwide scale to stop the destruction of forests illegally</li> </ul>                         |
| E     | <ul style="list-style-type: none"> <li>identifies a very limited number of factors that contribute to deforestation and the effects it has on the environment</li> <li>exhibits an elementary understanding of the effects of illegal logging on governments and indigenous groups</li> <li>does not communicate what can be implemented on a worldwide scale to stop the destruction of forests illegal</li> </ul>  |



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

**Due Date:** Term 4 Week 1

|                      |                 |                       |                       |
|----------------------|-----------------|-----------------------|-----------------------|
| <b>Title:</b> Drawer |                 | <b>Teacher Name:</b>  |                       |
| <b>Year:</b> 10      | <b>Stage:</b> 5 | <b>Task Number:</b> 4 | <b>Weighting:</b> 25% |

**Syllabus Outcomes:**

**IND5-5** selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.

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

**Task Description:**

The assessment task is to be undertaken during the construction of your major project.

Each part of the assessment is to be completed at the appropriate stage throughout the construction of your project.

The assessment task is to be presented in an A4 folder.

You are required to:

- complete an Introductory Dovetail Joint under the guidance of your teacher using timber that is limited to 90 x 12 mm Radiata Pine.
- complete a list of construction steps undertaken to construct a drawer.
- use a sliding bevel to create a gradient or slope that is suitable to use when using softwood to construct a dovetail joint.
- complete an orthographic drawing of the drawer suitable for your cabinet.
- complete a cutting list for your drawer.
- select, prepare, markup, cut, and dress timber to correct specifications.
- assemble and fit drawer.

Investigate two other methods of drawer construction used in cabinets that are sold in retail outlets. Your investigation is to cover the materials and joints used, and include the advantages and disadvantages as opposed to traditional methods using dovetails.

**Assessment Task Support Information:**

- tasks to be submitted on Google Classroom
- 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 components of the task.
- 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>• independently assesses and manages risks and consistently applies safe work practices.</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>• assesses and manages risks and applies safe work practices</li> </ul>   |
| C     | <ul style="list-style-type: none"> <li>• applies skills and design principles to the development and production or modification of projects</li> <li>• displays technical skills in identifying and using appropriate materials and hand tools, to produce practical projects of sound quality</li> <li>• identifies and manages risks and applies safe work practices</li> </ul>  |
| D     | <ul style="list-style-type: none"> <li>• applies basic skills and design principles to the development and production or modification of projects</li> <li>• displays basic technical skills in using appropriate materials and hand tools to produce practical projects</li> <li>• identifies and manages some risks, and applies safe work practices</li> </ul>  |
| E     | <ul style="list-style-type: none"> <li>• with assistance, applies elementary skills and design principles to 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>• with assistance, identifies and manages some risks</li> <li>• with guidance applies safe work practices</li> </ul> |





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