



BERKELEY VALE CAMPUS
ASSESSMENT BOOK
Year 7 2023





YEAR 7 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 recognize the standards to which they are aiming
- involving students in self and peer assessment
- providing feedback that helps students understand the next steps in learning and planning how to achieve these goals
- involving teachers, students and parents in reflecting on assessment data

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

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

Assessments at a glance - Planning Grid – Term 3

[illegible]

Assessments at a glance - Planning Grid – Term 4

[illegible]

CAPA

Includes:

Auslan

Japanese

Music

Visual Arts





BERKELEY VALE CAMPUS AUSLAN ASSESSMENT TASK

Due Date: Term 3 Week 7

Title: Finger Spelling Task		Teacher Name:	
Year: 7	Stage: 4	Task Number: 1	Weighting: 50%

Syllabus Outcomes:

Exchanges information and ideas about self, family and interests using a range of linguistic structures and protocols to an audience.

Task Description:

You will complete an in-class presentation to show your knowledge of Auslan finger spelling this term. In this task you are to introduce yourself and share your favourite food, colour and sport using a '*list bouy*' or a conjunction.

You must use the correct Auslan finger spelling, grammar and sentence structure. When describing your favourite things, you must use the correct manual features (NMF) to show the audience what you're talking about.

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:

- have the equipment required to complete this task: Auslan help sheet
- use the Auslan help sheet to make sure grammar, sentence structure and finger spelling is correct.
- use the correct non manual feature
- ask my teacher for help if there is something I do not understand.

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • has an extensive degree of accuracy in Auslan finger spelling, • uses the correct Auslan grammar and sentence structure very successfully • outstanding use of correct non manual features • does not refer to written notes
B	<ul style="list-style-type: none"> • has made a through attempt at using accurate Auslan finger spelling • uses correct Auslan grammar and sentence structure successfully • high level use of correct non manual features • only refers to written notes occasionally
C	<ul style="list-style-type: none"> • has made a satisfactory attempt at using Auslan finger spelling • uses correct Auslan grammar and sentence structure most of the time • sound use of correct non manual features • refers to written notes often
D	<ul style="list-style-type: none"> • has made a basic attempt at using Auslan finger spelling and often makes mistakes • doesn't use the correct Auslan grammar and sentence structure • basic use of correct non manual features • relies heavily on written notes
E	<ul style="list-style-type: none"> • has made little or no attempt at using the correct Auslan finger spelling • incorrect Auslan grammar and sentence structure used • elementary use of correct non manual features • relies heavily on written notes



BERKELEY VALE CAMPUS AUSLAN ASSESSMENT TASK

Due Date: Term 4 Week 4

Title: Research Task		Teacher Name:	
Year: 7	Stage: 4	Task Number: 2	Weighting: 50%

Syllabus Outcomes:

Explains the relationships between language, culture and identity
Explore how people around the world build shared group identity activities

Task Description:

You are to research an event for Australian people who are Deaf and Hard of Hearing. You will then use this information to create a brochure for the event.

The pamphlet must be about one of the following events:

- Australian Deaf Games
- Auslan Creative Festival
- National Deaf Week
- International Day of Sign Language
- Deaf Festival Sydney

Your pamphlet must contain:

- statement about Auslan
- date, time and place
- event information (what is it about? what activities are there?)
- at least 2 relevant pictures
- daily program for the event
- contact details/how to book tickets (price and how to purchase)

This task will be completed electronically using CANVA.

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:

- have the equipment required to complete this task: a computer and internet access to CANVA.COM
- use the task description as a check list and make sure I complete all steps
- research my chosen Auslan event using a wide variety of websites
- make my brochure look interesting using colours, headings and pictures

Grade	Marking Criteria
A	<ul style="list-style-type: none"> all sections are answered accurately and are highly detailed, demonstrating depth and variety of research outstanding brochure design. All information is presented in a visually appealing way with a clear colour pallet, creative use of backgrounds and headings. has used at least 2 relevant pictures
B	<ul style="list-style-type: none"> all questions are answered with detail, demonstrating thorough research techniques. Information is mostly accurate and clear good use of brochure design. Includes some interesting colour pallet and headings. Information is presented neatly and is mostly visually appealing has used at least 2 relevant pictures
C	<ul style="list-style-type: none"> all questions are answered to a sound standard with some detail, demonstrating sound research techniques sound use of brochure design. Includes some attempt to make the presentation visually appealing information is presented neatly with at least 1 picture
D	<ul style="list-style-type: none"> sections are mostly complete, with some evidence of research basic brochure design which is missing detail and visual appeal information is not always presented neatly and has not included any relevant pictures
E	<ul style="list-style-type: none"> very limited research skills and incomplete sections elementary brochure design which is missing detail and visual appeal information is missing and relevant pictures have not been used



BERKELEY VALE CAMPUS JAPANESE ASSESSMENT TASK

Due Date: Term 3 Week 6

Title: Speaking Task		Teacher Name:	
Year: 7	Stage: 4	Task Number: 1	Weighting: 40%

Syllabus Outcomes:

LJA4-1C uses Japanese to interact with others to exchange information, ideas and opinions, and make plans

LJA4-5U applies Japanese pronunciation and intonation patterns

LJA4-9U identifies that language use reflects cultural ideas, values and beliefs

Task Description:

You will introduce yourself and demonstrate in pairs the correct use of the meishi card (which you have already made).

You will use the correct Japanese expressions (role play) as demonstrated and rehearsed in class. You will write out your dialogue in your book which will be practised in class and at home.

Verbal feedback will be given immediately upon completion of your self-introduction.

Written feedback will be given on pronunciation and bowing protocol.

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:

- pronounce Japanese accurately
- remember the correct expressions in the right order
- bow and exchange my meishi card in culturally correct manner with bow

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • demonstrates an extensive degree of accuracy in pronunciation • uses the correct intonation • does not refer to written notes • treats meishi card with all of the correct bowing protocol
B	<ul style="list-style-type: none"> • made a thorough attempt at accurate pronunciation • uses intonation very successfully • understands what they are saying and refers only occasionally to written notes • mostly uses correct bowing protocol and exchange of meishi
C	<ul style="list-style-type: none"> • made a sound attempt at accurate pronunciation • intonation is mostly correct • understands most of what they are saying but relies heavily on written notes • uses some correct bowing protocol and exchange of meishi
D	<ul style="list-style-type: none"> • made a basic attempt to pronounce accurately • understands some of what they are reading • relies solely on the written notes but attempts to vary tone appropriately • has a meishi card but does not use it according to protocol
E	<ul style="list-style-type: none"> • made an elementary attempt to pronounce correctly • understands very little of what they are saying • intonation is incorrect and meishi card is not used



BERKELEY VALE CAMPUS JAPANESE ASSESSMENT TASK

Due Date: Term 4 Week 2

Title: Myself Poster and Bookwork		Teacher Name:	
Year: 7	Stage: 4	Task Number: 2	Weighting: 60%

Syllabus Outcomes:

UA4-3C organises and responds to information and ideas in texts for different audiences

UA4-6U demonstrates understanding of key aspects of Japanese writing conventions

UA4-7U applies features of Japanese grammatical structures and sentence patterns to convey information and ideas

UA4-8U identifies variations in linguistic and structural features of texts

Task Description:

You will use creativity and images along with Japanese sentences that reflects your personality to create a poster about yourself. You must use the correct Japanese sentence structures on your poster. The sentences are to be written in hiragana (Japanese script).

Sentences to include are:

- your name
- your age using kanji numbers
- what colour you like
- what sport you like
- what doshi you are (Japanese zodiac animal sign)
- how many pets you have (use animal counters)

1. わたしは _____ name _____ です
2. わたしは _____ age _____ さいです
3. わたしは _____ sport _____ がすきです
4. わたしは _____ colour _____ がすきです
5. わたしは _____ animal _____ どしです
6. ペットが _____ counter _____ います

Addition Information:

- you may use your own drawings, photos cut from magazines or images from the internet
- you must hand write the hiragana sentences
- your poster must be A3 size (1/2 normal cardboard size)
- your poster should reflect your personality and the sentences you use
- Google Translate is not to be used

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:

- have the equipment required to complete this task: pen, cardboard, Myself Poster Help Sheet
- use the help sheet to make sure my sentences are correct
- illustrate aspects of my personality
- ask my teacher for help if there is something I do not understand

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • has an extensive degree of accuracy in writing in hiragana and kanji numbers • uses all the correct sentence structures • makes a creative poster which uses a variety of images that reflects their personality
B	<ul style="list-style-type: none"> • has a thorough degree of accurate hiragana writing and kanji numbers • uses mostly all the correct sentence structures • makes a creative poster which uses some images that reflects their personality
C	<ul style="list-style-type: none"> • has a sound degree of accurate hiragana writing and kanji numbers • uses some correct sentence structures • makes a poster which uses a few images that reflects their personality
D	<ul style="list-style-type: none"> • unreadable or incorrect hiragana writing and kanji numbers • uses a few correct sentence structures • makes a basic poster which uses no images that reflects their personality
E	<ul style="list-style-type: none"> • has little or no attempt to use hiragana writing and kanji numbers • uses no correct sentence structures • makes poster which is unfinished and does not reflect their personality



BERKELEY VALE CAMPUS MUSIC ASSESSMENT TASK

Due Date: Term 3 Week 9

Title: Keyboard		Teacher Name:	
Year: 7	Stage: 4	Task Number: 1	Weighting: 50%

Syllabus Outcomes:

- 4.1** performs in a range of musical styles demonstrating an understanding of musical concepts
- 4.9** demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
- 4.11** demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform

Task Description:

You are to perform keyboard melodies that will be provided to you on a sheet and demonstrated by your teacher. There will be 6 melodies and you must perform a minimum of 2.

The melodies increase in difficulty as follows:

- 2 mini-challenge melodies
- 2 challenge melodies
- 2 super-challenge melodies

You will have 4 lessons to learn and practise the melodies.

Your teacher will then listen to you play your selection of melodies and provide you with a mark from 1 to 5.

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:

- use my practice time productively
- ask my teacher for help if required
- attempt at least 2 melodies

Grade	Marking Criteria
A	<p>All melodies performed with:</p> <ul style="list-style-type: none"> • highly accurate rhythm/timing • highly accurate pitches/notes
B	<p>Minimum of 4 melodies performed with:</p> <ul style="list-style-type: none"> • mostly accurate rhythm/timing • mostly accurate pitches/notes
C	<p>Minimum of 2 mini-challenge melodies with:</p> <ul style="list-style-type: none"> • generally accurate rhythm/timing • generally accurate pitches/notes
D	<p>2 or less mini-challenge melodies with:</p> <ul style="list-style-type: none"> • partially accurate rhythm/timing • partially accurate pitches/notes
E	<p>1 mini-challenge melody with:</p> <ul style="list-style-type: none"> • very limited accuracy of rhythm/timing • very limited accuracy of pitches/notes



BERKELEY VALE CAMPUS MUSIC ASSESSMENT TASK

Due Date: Term 4 Week 3

Title: Guitar		Teacher Name:	
Year: 7	Stage: 4	Task Number: 2	Weighting: 50%

Syllabus Outcomes:

- 4.2** performs music using different forms of notation and different types of technology across a broad range of musical styles
- 4.3** performs music demonstrating solo and/or ensemble awareness
- 4.12** demonstrates a developing confidence and willingness to engage in performing, composing and listening experience

Task Description:

You are to perform guitar riffs that will be provided to you on a sheet and demonstrated by your teacher. There will be 6 riffs and you must perform a minimum of 2.

The riffs increase in difficulty as follows:

- 2 mini-challenge riffs
- 2 challenge riffs
- 2 super-challenge riffs

You will have 4 lessons to learn and practise the riffs.

Your teacher will then listen to you play your selection of riffs and provide you with a mark from 1 to 5.

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:

- use my practice time productively
- ask my teacher for help if required

Grade	Marking Criteria
A	<p>All riffs performed with:</p> <ul style="list-style-type: none"> • highly accurate rhythm/timing • highly accurate pitches/notes
B	<p>Minimum of 4 riffs performed with:</p> <ul style="list-style-type: none"> • mostly accurate rhythm/timing • mostly accurate pitches/notes
C	<p>Minimum of 2 mini-challenge riffs with:</p> <ul style="list-style-type: none"> • generally accurate rhythm/timing • generally accurate pitches/notes
D	<p>2 or less mini-challenge riffs with:</p> <ul style="list-style-type: none"> • partially accurate rhythm/timing • partially accurate pitches/notes
E	<p>1 mini-challenge riff with:</p> <ul style="list-style-type: none"> • very limited accuracy of rhythm/timing • very limited accuracy of pitches/notes



BERKELEY VALE CAMPUS VISUAL ARTS ASSESSMENT TASK

Due Date: Term 3 Week 9

Title: Sea Life Sculpture		Teacher Name:	
Year: 7	Stage: 4	Task Number: 3	Weighting: 35%

Syllabus Outcomes:

4.2 explores the function of and relationships between artist – artwork – world – audience

4.6 selects different materials and techniques to make artworks

Task Description: Practical task

This Assessment Task is divided into two sections.

All work will be completed in class.

1. Sea life sculpture 25%

- You will create a sea life-inspired sculpture, focusing on either a clay reef bed or environmental art recycled sculpture

2. Visual Arts Diary 10%

- Your teacher will collect your Visual Arts Diary and mark all in-class work
- Your Visual Arts Diary must be well presented, have all the work completed and be up to date

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:

- use a variety of clay making/recycled art techniques and procedures to develop my sea life sculpture
- keep Visual Arts Diary up to date and have all worksheets pasted in.

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • sophisticated use of the principles and elements of design to create a sea life inspired sculpture • outstanding use of artistic techniques that are highly resolved and refined • the Visual Arts Diary is presented to an outstanding standard • all classwork is completed and up to date
B	<ul style="list-style-type: none"> • thorough use of the principles and elements of design to create a sea life inspired sculpture • high quality artistic techniques that are mostly refined • the Visual Arts Diary is presented to a high standard • all classwork is completed and up to date
C	<ul style="list-style-type: none"> • sound use of the principles and elements of design to create a sculpture that shows some influence from Sea life • satisfactory artistic techniques, where some areas are refined • the Visual Arts Diary is presented to a sound standard • some classwork is incomplete and not up to date
D	<ul style="list-style-type: none"> • basic use of the principles and elements of design to sculpture which shows little influence from Sea Life • basic artistic techniques that show minimal refinement • the Visual Arts Diary is presented to a basic standard • classwork is incomplete and not up to date
E	<ul style="list-style-type: none"> • very limited use of the principles and elements of design to create a sculpture which shows little influence from Sea Life • very limited use of artistic techniques which show little refinement • the Visual Arts Diary is missing work, is poorly presented and not up to date

HUMANITIES





BERKELEY VALE CAMPUS HUMANITIES ASSESSMENT TASK

Due Date: Term 3 Week 10

Title: Persuasive Exposition		Teacher Name:	
Year: 7	Stage: 4	Task Number: 3	Weighting: 30%

Syllabus Outcomes:

- EN4-2A** effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies
- EN4-5C** thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
- GE4-3** explains how interactions and connections between people, places and environments result in change
- GE4-4** examines perspectives of people and organisations on a range of geographical issues

Task Description:

Compose a persuasive exposition that convinces a chosen group of people to move or relocate to the Central Coast. Your persuasive exposition needs to include persuasive language techniques, information about the geographical area of the Central Coast and its pull factors.

You will be required to choose your intended audience from the list below:

- retirees
- young families
- established families
- young professionals
- students

Your persuasive exposition must include information about public services and amenities, housing affordability, employment, the local environment and geographical features, public transport and roads, health and education, and local history.

Notes:

- you will be given time in class to draft your persuasive exposition
- you will be given a suggested paragraph structure by your classroom teacher
- you can submit a draft to your classroom teacher for feedback
- final date for feedback will be Friday Week 9 - you cannot submit your draft for feedback after this date

Your task must be typed using size 12 Arial or Calibri font and be submitted on Google Classroom by the due date.

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:

- make my exposition specific to my chosen audience
- compose an exposition with an introduction, three (3) body paragraphs and a conclusion
- use a variety of persuasive language techniques to make my argument convincing
- use factual information about the Central Coast including data and statistics
- use correct punctuation, spelling and grammar to create a cohesive and polished piece of writing
- use correct sentence structure and paragraph structure
- use the correct terminology in the right context in my sentences

Grade	Marking Criteria
A	<ul style="list-style-type: none"> composes a sustained persuasive exposition that adheres to paragraph and extended response structure to create a highly fluent and cohesive composition (EN4-2A) utilises a wide range of persuasive language techniques including rhetorical question, evidence, statistics, facts, high modality language, emotional appeal to create a highly persuasive exposition (EN4-5C) extensive use of terminology in the correct context. (10 words or more) (GE4-3, GE4-4) demonstrates extensive understanding of liveability factors and pull factors using accurate information about the Central Coast region, including information about at least 3 of the following: health, education, public amenities, transport, roads, housing, employment, and local environment (GE4-3, GE4-4)
B	<ul style="list-style-type: none"> composes a sustained persuasive exposition that adheres to paragraph and extended response structure (EN4-2A) utilises a wide range of persuasive language techniques including rhetorical question, evidence, statistics, facts, high modality language, emotional appeal to create a persuasive exposition (EN4-5C) thorough use of terminology in the correct context. (6-9 words) (GE4-3, GE4-4) demonstrates thorough understanding of liveability factors and pull factors using accurate information about the Central Coast region, including information about at least 3 of the following: health, education, public amenities, transport, roads, housing, employment, and local environment (GE4-3, GE4-4)
C	<ul style="list-style-type: none"> composes a sound persuasive exposition that mostly adheres to paragraph and extended response structure (EN4-2A) utilises a sound range of persuasive language techniques including rhetorical question, evidence, statistics, facts, high modality language, emotional appeal to create an adequate persuasive text (EN4-5C) sound use of terminology in the correct context. (3-5 words) (GE4-3, GE4-4) demonstrates sound understanding of liveability factors and pull factors using accurate information about the Central Coast region, including information about at least 2 of the following: health, education, public amenities, transport, roads, housing, employment, and local environment (GE4-3, GE4-4)
D	<ul style="list-style-type: none"> composes a limited response using limited paragraph and extended response structure (EN4-2A) limited use of persuasive techniques is evident (EN4-5C) basic use of terminology in the correct context. (1-2 words) (GE4-3, GE4-4) demonstrates limited understanding of liveability factors and pull factors using accurate information about the Central Coast region, including information about at least 1 of the following: health, education, public amenities, transport, roads, housing, employment, and local environment (GE4-3, GE4-4)
E	<ul style="list-style-type: none"> made little to no attempt to create a persuasive exposition (EN4-2A) very limited use of persuasive language techniques is evident (EN4-5C) no use of terminology in the correct context. (1-2 words) (GE4-3, GE4-4) demonstrates very limited understanding of liveability factors and pull factors using accurate information about the Central Coast region

Grading Boundaries				
A	B	C	D	E
20-17	16-13	12-9	8-5	4-1

MPS





BERKELEY VALE CAMPUS MPS ASSESSMENT TASK

Due Date: Term 3 Week 9

Title: Environmental Action Plan		Teacher Name:	
Year: 7	Stage: 4	Task Number: 5	Weighting: 20%

Syllabus Outcomes:

MPS7 develops an understanding of the impact and consequences of human actions on the sustainability of Earth's resources

MPS8 communicates and connects mathematical ideas while operating with fractions, decimals and percentages

Task Description:

Throughout the world, there is a scientific consensus that humans are having a negative impact on the Earth. From overuse of water and resources to the damaging effects of single use plastics, we are forever changing the landscape of our natural environment and its inhabitants.

In groups, your task is to use data to measure how your families' choices are impacting the environment and what you can do to reduce them. You may like to look at one of the following problems:

- water usage
- garbage
- food waste
- electricity use
- car petrol use.

There will be 4 parts to this assessment:

Part A: Graph families' current use of resource and set goals to reduce use

Part B: Identify strategies to be implemented at home to meet goals

Part C: Write an informative letter to your family

Part D: Implement action plan and collect data

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:

- have the equipment required to complete this task
- attempt all parts of the task
- submit a draft of each part for feedback

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



BERKELEY VALE CAMPUS MPS ASSESSMENT TASK

Due Date: Term 3 Week 9

Title: Creative Dance		Teacher Name:	
Year: 7	Stage: 4	Task Number: 6	Weighting: 10%

Syllabus Outcomes:

MPS9 applies, refines and adapts interpersonal and movement skills across various contexts to interact with others respectfully

Task Description:

Students will learn and be asked to perform five basic dances. These are: Heel & Toe Polka, Barn Dance, Canadian Three Step, Mambo and Stomp. They will be assessed on timing, using correct dance steps and enthusiasm. Students will be marked on their dance etiquette each lesson and will be given an overall mark at the end of the unit.

Basic Dances Marks 10

Dance Etiquette Marks 5

In small groups, students will be asked to create a 2-3 minute sequence using a scaffolded worksheet. This sequence will need to contain ten dance PHRASES that students have learnt during the dance unit. For example, "slide, slide, slide" or "heel toe, heel toe".

Students will be given time in class to practice and refine their dance using the self and peer reflection sheets. They will be asked to perform the dance at the end of the unit and will be assessed on timing, dance steps and creativity.

Creative Dance Marks 10

Extension: Groups can use any appropriate piece of music that supports the sequence and uses 4/4 timing. The group may also choose to dress up to improve the aesthetics of the performance.

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:

- **have the equipment required to complete this task:** correct uniform (sport shorts, sport shirt and joggers)
- maintain a consistent level of participation
- demonstrate appropriate dance etiquette throughout the unit
- display knowledge and coordination of dance steps

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • sequence is for three minutes with ten phrases evident • extensive range of movements from all five dances taught, using structure and creativity • performs a range of movement skills with confidence, variation and rhythm which demonstrates an extensive understanding of context and environment • always show outstanding dance etiquette • always participate to the best of their ability
B	<ul style="list-style-type: none"> • sequence is for two and a half minutes with ten phrases evident • thorough range of movements from all five dances taught, using structure and creativity • performs a range of movement skills with confidence, variation and rhythm which demonstrates a thorough understanding of context and environment • shows thorough dance etiquette • always participated to the best of their ability
C	<ul style="list-style-type: none"> • sequence is for two minutes with eight phrases evident • sound range of movements from all five dances taught, using some structure and creativity • performs some variety of movement skills with variation and rhythm which demonstrates a sound understanding of context and environment • shows sound dance etiquette • usually participated to the best of their ability
D	<ul style="list-style-type: none"> • sequence is for one minute with six phrases evident • basic range of movements from all five dances taught, using limited structure and creativity • performs a limited range of movement skills with variation and rhythm which demonstrates a basic understanding of context and environment • usually shows sound dance etiquette • sometimes participated to the best of their ability
E	<ul style="list-style-type: none"> • sequence is for less than one minutes with four phrases evident • elementary range of movements from all five dances taught, using little or no structure and creativity • performs a very limited or no range of movement skills with variation and rhythm which demonstrates a very limited understanding of context and environment • shows very limited dance etiquette • did not participate to the best of their ability



BERKELEY VALE CAMPUS MPS ASSESSMENT TASK

Due Date: Term 4 Week 4

Title: Yearly Examination		Teacher Name:	
Year: 7	Stage: 4	Task Number: 7	Weighting: 20%

Syllabus Outcomes:

MPS10 demonstrates the ability to discuss how scientific understanding allows us to find solutions to problems involving unbalanced forces and energy transformations
MPS11 recognises and investigates factors which influence and enhance health, safety and physical activity
MPS12 applies appropriate mathematical techniques to solve problems regarding financial goods, area and volume

Task Description:

This is an in-class examination covering content from Mathematics, Personal Development, Health and Physical Education and Science (MPS).

Topics covered are:

- financial mathematics
- area & volume
- online safety
- astronomy/matter
- forces

Students will complete a range of questions types including:

- multiple choice
- short answer
- long response

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:

- **have the equipment required to complete this task:** pen, pencil, eraser, calculator
- maintain a consistent level of participation in class
- attempt all questions using appropriate terminology

Grade	Marking Criteria
A	<ul style="list-style-type: none"> demonstrates extensive expertise and comprehension of the subject content and can effectively apply this knowledge has attained an exceptional level of competence in the various processes and skills and can effectively apply these skills to new situations and complex problems
B	<ul style="list-style-type: none"> demonstrates thorough expertise and comprehension of the subject content and can proficiently apply this knowledge has attained a high level of competence in the various processes and skills and can apply these to unfamiliar scenarios and challenging problems
C	<ul style="list-style-type: none"> demonstrates sound expertise and comprehension of the subject content and can apply this knowledge reasonably well has attained a satisfactory level of competence in the various processes and skills and is capable of adequately applying them to new situations and problems.
D	<ul style="list-style-type: none"> demonstrates basic expertise and comprehension of the subject content has attained a limited level of competence in the various processes and skills and has some ability to apply them to new situations and problems.
E	<ul style="list-style-type: none"> demonstrates limited expertise and comprehension of the subject content has attained a very limited level of competence in the various processes and skills

TECHNOLOGY MANDATORY





**BERKELEY VALE CAMPUS
TECHNOLOGY MANDTATORY
ASSESSMENT TASK**

Due Date:

Title: Crack the Code		Teacher Name:	
Year: 7	Stage: 4	Task Number:	Weighting: 33%

Syllabus Outcomes:

TE4-4DP designs algorithms for digital solutions and implements them in a general-purpose programming language
TE4-7DI explain how data is represented in digital systems and transmitted in networks

Task Description:

You will explore how Control Technologies are used within our daily routines. You will develop an understanding of using pseudocode/algorithms when creating code and you will be required to encode and decode a binary sequence.

You will complete a Google Form during class time, which will be marked specifically on your ability to:

- interpret the use of Control Technologies and how they are programmed to receive and output data
- decode a binary sequence using the ASCII Table into a sentence
- encode a sentence into a binary sequence

Extension:

- explain how colour is represented on a computer

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:

- participate in all classroom learning activities
- ensure my design and production folio is completed to a high standard
- complete online components within google classroom
- attempt to complete all tasks

Grade	Marking Criteria
A	<ul style="list-style-type: none"> independently demonstrates a very high understanding of algorithms, pseudocode and code structure for digital solutions by providing in-depth and extensive answers on the Google Form Quiz decodes a binary sequence error free encodes a binary sequence error free
B	<ul style="list-style-type: none"> independently demonstrates a good understanding of algorithms, pseudocode and code structure for digital solutions by providing in-depth answers on the Google Form Quiz decodes a binary sequence with 1 - 2 errors encodes a binary sequence with 1 - 2 errors
C	<ul style="list-style-type: none"> demonstrates a satisfactory understanding of algorithms, pseudocode and code structure for digital solutions by providing answers on the Google Form Quiz with little to no assistance decodes a binary sequence with 3 - 4 errors encodes a binary sequence with 3 - 4 errors
D	<ul style="list-style-type: none"> demonstrates a basic understanding of algorithms, pseudocode and code structure for digital solutions by completing the Google Form Quiz with assistance decodes a binary sequence with 5 - 6 errors encodes a binary sequence with 5 - 6 errors
E	<ul style="list-style-type: none"> demonstrated a very limited ability when completing Google Form Quiz decodes a binary sequence with more than 7 errors encodes a binary sequence with more than 7 errors



Due Date:

**BERKELEY VALE CAMPUS
TECHNOLOGY MANDATORY
ASSESSMENT TASK**

Title: Flashing Fashion		Teacher Name:	
Year: 7	Stage: 4	Task Number:	Weighting: 33%

Syllabus Outcomes:

TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities

TE4-2DP plans and manages the production of designed solutions

TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions

Task Description:

You will study a context of Technology Mandatory over the term. Your task will be specific to the field you are studying and will be comprised of a practical and theoretical component. You will be provided with time in class to complete the requirements, however, you may be required to conduct further research at home.

You will be marked specifically on your ability to:

- design and communicate responses to the design brief, in particular your draft and final design ideas
- plan and manage the production of designed solution including sampling and production log
- research properties of materials that you will use in the production of your final product

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:

- participate in all classroom learning activities
- ensure my design and production folio is completed to a high standard

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • extensive, unique and creative illustration and description of design ideas including sketching, colour and labelling • samples and production log are completed to an excellent standard • explicit link between properties of production material and use in final product
B	<ul style="list-style-type: none"> • thorough, unique and creative illustration and description of design ideas including sketching and colour and labelling • samples and production log are completed to a high standard • good link between properties of production material and use in final product
C	<ul style="list-style-type: none"> • sound illustration and description of design ideas including sketching • samples and production log are completed to a sound standard • some link between properties of production material and use in final product
D	<ul style="list-style-type: none"> • basic illustration and description of design ideas • samples and production log are completed to a basic standard • basic link between properties of production material and use in final product
E	<ul style="list-style-type: none"> • elementary illustration and description of design ideas • samples and production log are completed to a very limited standard • little to no link between properties of production material and use in final product



**BERKELEY VALE CAMPUS
TECHNOLOGY MANDATORY
ASSESSMENT TASK**

Due Date:

Title: Paddock to Plate		Teacher Name:	
Year: 7	Stage: 4	Task Number:	Weighting: 34%

Syllabus Outcomes:

TE4-5AG investigates how food and fibre are produced in managed environments

Task Description:

As part of the research component of the design and production process you will investigate how a specific type of crop is managed in the farming environment in order to mass produce food for the population.

You will produce an A4 or A3 research poster with your findings. The poster can be completed digitally or by hand.

In your research you will need to:

- list and describe the steps necessary to grow your chosen plant (including what season the plant grows in Australia and how long it takes before the plant can be harvested etc.)
- describe what part of the plant is used (for example, carrot – root, celery – stem, peas – seed etc.)
- explain 2-3 pests or diseases the crop might be susceptible to
- describe how to harvest and store your crop after harvest
- include a fun fact about your plant
- include pictures of your plant before harvesting
- include an eye catching title

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:

- complete the assessment task on time
- write all research in my own words
- ensure my research poster includes all the requirements listed in the task description
- ensure my research poster is visually appealing

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • exceptional description of the production of crops in managed environments • exceptional completion of all required information • outstanding A4 research poster including pictures and fun fact
B	<ul style="list-style-type: none"> • thorough description of the production of crops in managed environments • thorough completion of all required information • well presented A4 research poster including pictures and fun fact
C	<ul style="list-style-type: none"> • sound description of the production of crops in managed environments • sound completion of all required information • some pictures or fun facts included
D	<ul style="list-style-type: none"> • basic description of the production of crops in managed environments • basic completion of required information • pictures or fun fact included
E	<ul style="list-style-type: none"> • very limited description of the production of food in managed environments • very limited completion of required information • no pictures or fun fact



BERKELEY VALE CAMPUS TECHNOLOGY MANDATORY ASSESSMENT TASK

Due Date:

Title: Tinkering with Timber		Teacher Name:	
Year: 7	Stage: 4	Task Number:	Weighting: 33%

Syllabus Outcomes:

TE4-2DP plans and manages the production of designed solutions.

TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects.

TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions.

Task Description:

Students are introduced to a workshop environment where they will be guided through a number of processes that are required to develop and produce a product for a specific purpose made from timber.

Students will be marked specifically on their ability to:

- complete specified training sessions from the OnGuard Training Portal
- identify risk factors and implement appropriate safety control measures
- identify a number of tools and justify why they are used within a timber context
- generate and understand the use of particular design ideas
- understand the characteristics and properties of the material used
- implement project management techniques

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:

- participate in all classroom learning activities
- ensure your design and production folio is completed to a high standard
- complete online components that include onguard and google classroom
- attempt to complete all tasks

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • independently completed all specified OnGuard training • displayed an extensive understanding of Risk Assessment techniques • independently identifies all tools introduced and justifies why they are used • independently completes all tasks associated with the generation and evaluation of design ideas • displays a comprehensive understanding of the characteristics and properties of the materials • independently can apply project management techniques
B	<ul style="list-style-type: none"> • independently completed all specified OnGuard training • displayed a thorough understanding of Risk Assessment techniques • independently identifies most tools introduced and justifies why they are used • completes most tasks associated with the generation and evaluation of design ideas • displays a thorough understanding of the characteristics and properties of the material used • applies project management techniques
C	<ul style="list-style-type: none"> • completed all specified OnGuard training • displayed a sound understanding of Risk Assessment techniques • identifies most tools introduced and justifies why most are used • completes tasks associated with the generation and evaluation of design ideas • displays a sound understanding of the characteristics and properties of the material used • with scaffolding can apply most project management techniques
D	<ul style="list-style-type: none"> • with scaffolding completes all specified OnGuard training • with teacher assistance implemented Risk Assessment techniques • identifies some tools introduced and has a basic understanding of appropriate use • completes some tasks associated with the generation and evaluation of design ideas • displays a basic understanding of the characteristics and properties of the material used • with assistance can apply project management techniques
E	<ul style="list-style-type: none"> • difficulty completing all specified OnGuard training • difficulty applying basic Risk Assessment techniques • difficulty identifying tools introduced and a very limited understanding of appropriate use • rarely completes tasks associated with the generation and evaluation of design ideas • displays a very limited understanding of the characteristics and properties of the material used • difficulty applying most project management techniques



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