



BERKELEY VALE CAMPUS
ASSESSMENT BOOK
Year 8 2023



to the stars





YEAR 8 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:

Japanese

Music

Visual Arts





BERKELEY VALE CAMPUS JAPANESE ASSESSMENT TASK

Due Date: Term 3 Week 9

Title: Japanese Cultural Task		Teacher Name:	
Year: 8	Stage: 4	Task Number: 3	Weighting: 40%

Syllabus Outcomes:

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

Task Description:

You will investigate and research an aspect of Japanese traditional or modern culture from the list below.

You can choose from one of the following topics: festivals, traditional dress, martial arts, Japanese fashion, myths and folktales, anime (animation), manga, religion, customs and etiquette, robotics, ikebana or tea ceremony, Japanese food, or music (J POP).

Once you have selected your topic you must do the following:

1. Create a Microsoft PowerPoint with a minimum of 10 Slides.
2. Include a least one image.
3. Limit writing on the slides.
4. Based on your research you will do a recording of your voiceover on your PowerPoint and when completed save and export as a mp4. You will then submit the mp4 file and written report as your assessment task.
5. Demonstrate your understanding of the topic using in-depth information.
6. You are required to write a report of minimum 800 words summarising your research findings.
7. Include references for websites, images and books used.
8. Submit your MP4 File and report via 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:

- present my research in a creative and informative way (visual presentation)
- demonstrate my thorough understanding of my chosen topic (voiceover and report)
- utilise ICT and correctly reference websites, books and image sources (references)

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • has an extensive understanding of the topic and presents the information in an interesting and creative manner. • has utilised research skills which demonstrate extensive knowledge of the topic. • clearly and succinctly spoken presentation about the chosen topic. • has incorporated a variety of imagery and use of ICT programs to support the topic and engages the audience during the presentation of the information. • uses a variety of resources and books, all referenced.
B	<ul style="list-style-type: none"> • has a thorough understanding of the topic and presents the information in an interesting manner. • has utilised research skills which demonstrate thorough knowledge of the topic. • clearly spoken information about the chosen topic. • has incorporated imagery and use of ICT programs to support the topic and engages the audience during the presentation of the information. • lists most references; website, resources and books used
C	<ul style="list-style-type: none"> • has a sound understanding of the topic. • has utilised research skills which demonstrate sound knowledge of the topic. • has incorporated some imagery and use of ICT programs to support the topic. • the topic is spoken about. • lists a few references; website, resources and books used.
D	<ul style="list-style-type: none"> • has a basic understanding of the topic and presents some information. • has utilised research skills which demonstrate basic knowledge of the topic. • the topic is spoken about briefly. • has incorporated a few images and some use of ICT programs to support the topic. • lists one website or book source.
E	<ul style="list-style-type: none"> • has made little or no attempt to research the chosen topic. • information is inaccurate or too scarce. • spoken presentation is too brief or lacks accurate information. • no references are recorded, and presentation is lacking creativity or depth.



BERKELEY VALE CAMPUS MUSIC ASSESSMENT TASK

Due Date: Term 3 Week 6

Title: Research Task		Teacher Name:	
Year: 8	Stage: 4	Task Number: 2	Weighting: 30%

Syllabus Outcomes:

4.7 demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas

4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire

Task Description:

Create a Google Slides for a musical artist of your choice. You need to do a minimum of 5 slides / maximum of 10 slides. There is a template provided for you in Google Classroom. You must include:

1. a biography of the musical artist **in your own words**. Do not copy/paste.
2. a brief description and history of their musical genre e.g. Hip Hop/Rock/Pop
3. the instruments that are usually included in the artist's music. You can use the Equipboard website to find these
4. 5 of the artist's songs and the year they were released
5. your favourite song by your chosen artist and complete a listening task using the provided template
Please include the Youtube URL link of your chosen song

You must include appropriate pictures. Use multiple sources for your research. All written work must be in your own words and use a maximum of 10 slides.

You will be assessed on how well you:

- research a musical artist using a variety of resources.
- demonstrate your presentation skills using Slides
- analyse a piece of music.

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:

- start early
- use the task description and Slides template as a check list and make sure I complete all steps
- ask my teacher for feedback or assistance if required
- research my artist or band using a wide variety of websites
- include some interesting facts about the band or artist
- make my presentation look interesting using themes, transition effects, pictures and embedded videos

Grade	Marking Criteria
A	<ul style="list-style-type: none"> all questions are answered accurately and are highly detailed, demonstrating depth and variety of research. outstanding use of Slides. All information is presented in a visually appealing way, creative use of backgrounds and headings. The presentation includes at least 4 relevant pictures and a variety of special effects. a relevant music example is provided and labeled. highly detailed and accurate listening task.
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 Slides including some special effects. Information is presented neatly and is mostly visually appealing with at least 3 pictures. a Relevant music example is provided and labeled. detailed and mostly accurate listening task.
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 Slides including some attempt to make the presentation visually appealing. Information is presented neatly with at least 2 pictures. the music example is provided. sound listening task with some good points.
D	<ul style="list-style-type: none"> questions are mostly complete, with some evidence of research. basic use of Slides. Presentation is mostly plain. Only 1 picture is provided. provided a musical example, which was not relevant. basic listening task with inconsistent or mostly unclear information.
E	<ul style="list-style-type: none"> very limited research skills and incomplete questions. limited use of Slides. Presentation is poor. No pictures are included and little attempt is made to make it visually appealing. no music example is provided. very limited attempt in listening task.



BERKELEY VALE CAMPUS MUSIC ASSESSMENT TASK

Due Date: Term 4 Week 3

Title: Battle of the Bands		Teacher Name:	
Year: 8	Stage: 4	Task Number: 3	Weighting: 30%

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

4.10 identifies the use of technology in the music selected for study, appropriate to the musical context

Task Description:

After studying Music in Year 7 and 8, students should have a good understanding of how music works, know what is involved in learning new songs and understand the basics of playing at least one instrument. Battle of the Bands is designed to be a fun, practical way to demonstrate what students have learned over the past 2 years.

You are to organise a group of 6 maximum. In this group you will select a song to work on for the duration of the term. At the end of the term, you will perform this song to the class. You will be assessed on the effort you are putting in with your group during practical lessons.

Alongside the practical work, you will need to complete a workbook – this book contains all the required theory work for the term. You will also be assessed on the work in this book, so ensure that you are always up to date and completing work in your booklet when you teacher requests. You will be marked on your application to your group work during practical time and the standard of work you complete in your booklet.

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 productive during practical lessons – I should be learning my part first then practicing together as a group
- contribute to my group with decision making, practice and performance
- complete required homework

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • outstanding application to practical work • consistently working productively with group • bookwork is completed to an outstanding standard • all required activities completed
B	<ul style="list-style-type: none"> • high standard of practical work • works productively with group • bookwork is completed to a high standard • all required activities completed
C	<ul style="list-style-type: none"> • sound application to practical work • has attempted to work with group and learn the song • bookwork is completed to a sound standard • some activities incomplete
D	<ul style="list-style-type: none"> • inconsistent application to practical work • basic attempts to work as a group or individually • bookwork contains numerous incomplete activities
E	<ul style="list-style-type: none"> • has not attempted any practical work and/or is consistently off-task during practical lessons • no bookwork completed



BERKELEY VALE CAMPUS VISUAL ARTS ASSESSMENT TASK

Due Date: Term 3 Week 9

Title: Pop Art Lino Print		Teacher Name:	
Year: 8	Stage: 4	Task Number: 3	Weighting: 30%

Syllabus Outcomes:

- 4.4** recognises and uses aspects of the world as a source of ideas, concepts, and subject matter in Visual Arts.
4.5 investigates ways to develop meaning in their artworks

Task Description:

This task will be completed in class.

There are two parts to this assessment task.

Part A is series of drawings and design activities.

Part B is a lino print. You are required to complete both parts of this task.

Part A: Drawing and Design Activities

In class you will explore one of the following artists practice Andy Warhol or Roy Lichtenstein.

You will focus specifically on visual qualities, recognising elements of line, shape, pattern, texture, positive/ negative design concepts and colour related to this subject.

In your Visual Arts Process Dairy (VAPD), complete the following:

- using reference material supplied by the teacher, you are to create a design suitable for lino printing. The relative proportion of black and white in the design should be approximately 50:50
- detailed process notes are to be documented in VAPD for all drawings and design activities
- process: what were you asked to do? Detailed , step by step
- materials: what materials did you use?
- aim/purpose: why did you do the activity?
- judgement: was the activity successful? Did you like the outcome/result?

You will be assessed on your skills involved in designing, cutting and printing an image.

Part B: At least one print of a black and white lino print.

In class, you will explore the practical and technical aspects of making print using various cutting tools. You are to be mindful of safety strategies when cutting your lino. Once you have transferred your design onto a block of lino, you will produce and submit the following for making:

- 1 black and white print

All work in this assessment task should be completed in class although you may take your Visual Arts Process Diary (VAPD) home to complete activities presented in class. Your VAPD needs to be well organised and maintained.

Ensure any missed work is caught up and presented in VAPD.

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:

- meet all aspects outlined for the specific task
- use a variety of Visual Arts techniques and procedures to develop my artwork
- demonstrates care in organising presentation of Lino Prints in VAPD

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • designs reflect an outstanding use of selected images and source material to develop a detailed drawing for a lino print • student has completed a high-quality design with detailed process notes • lino print displays an outstanding level of technical skill using cutting and printing techniques • the work demonstrates a sensitive, refined use of material to successfully communicate design ideas • student has made an outstanding lino print
B	<ul style="list-style-type: none"> • designs reflects a strong use of selected images and source material to develop a design for a lino print • student has completed a quality design with substantial process notes • lino print displays a high level of technical skill using cutting and printing techniques • the work demonstrates a refined use of material to successfully communicate design ideas • student has made a quality lino print
C	<ul style="list-style-type: none"> • designs reflects a sound use of selected images and source material to develop a design for a lino print • student has completed a sound design with some process notes • lino print displays a sound level of technical skill using cutting and printing techniques • the work demonstrates a good use of material to communicate design ideas • student has made a sound print
D	<ul style="list-style-type: none"> • designs reflects a basic use of selected images and source material to develop a drawing for a lino print • student has completed a basic design with basic process notes • lino print displays a basic level of technical skill using cutting and printing techniques • the work demonstrates basic use of material to communicate design idea • student has made a basic print
E	<ul style="list-style-type: none"> • designs reflects little use of the selected images and source material to develop a drawing for a lino print • student has failed to complete a design • lino print displays a limited level of technical skill using cutting and printing techniques • the work demonstrates limited use of material to communicate design ideas • student has failed to make a black and white lino print

ENGLISH





BERKELEY VALE CAMPUS ENGLISH ASSESSMENT TASK

Due Date: Term 3 Week 9

Title: Performance and Reflection		Teacher Name:	
Year: 8	Stage: 4	Task Number: 3	Weighting: 20%

Syllabus Outcomes:

EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
EN4-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

Task Description: There are two (2) parts to this task

Part A: Dramatic Performance

In a group of two - four (2-4) people you will perform a dramatic scene.

You will be required to participate to the best of your ability to demonstrate your:

- **technique** – movement, vocal clarity and projection, timing and teamwork
- **narrative** – ability to create a character and use/develop a storyline
- **entertainment** – ability to display strong dramatic and/or comedic moments and use stagecraft to engage your audience

Submission:

- A) You are to perform a live Dramatic Performance in front of the class.
- B) You must submit a recorded performance via Google Classroom. This submission will be viewed by the class. If there are technical issues, students will be expected to perform in front of the class.

Part B: Reflection

Write a response reflecting on your online learning experience.

In your response address the following questions:

- what did you do well in English during Term 3?
- what could you have improved on? And how could you achieve this?
- what is the most significant thing you learnt about yourself over the course of preparing for the play?

NOTE: Your completed assessment must be submitted via Google Classroom by “Turning In” your assignment by the due date.

Assessment Task Support Information:

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

To do well in this assessment task I must:

- create versatile characters for the duration of the performance
- use the space of the stage in an interesting way
- try not to stay in the same place the whole time
- ensure you do not block other performers on the stage
- project your voice confidently so all audience members can hear
- listen attentively and respectfully to all performances, responding appropriately as an audience member

PART A

Part A- EN4-4B

	A student:
A 13-15	<ul style="list-style-type: none">delivers a well-rehearsed and sustained performance that demonstrates effective language choices to creatively shape meaning at a very high leveldisplays a distinct personal style in the representation of their character and performs with confidence and creativity to engage the audience
B 10-12	<ul style="list-style-type: none">delivers a thoughtful performance that demonstrates effective language choices to creatively shape meaning at a high leveldisplays a developing personal style in the representation of their character and performs with confidence and creativity to engage the audience
C 7-9	<ul style="list-style-type: none">delivers a performance that demonstrates language choices to creatively shape meaning at an adequatedisplays a developing personal style in the representation of their character and makes a sound attempt to engage the audience
D 4-6	<ul style="list-style-type: none">delivers a performance that demonstrates language choices to creatively shape meaning at a basic leveldisplays some evidence of a character and makes a limited attempt to engage the audience
E 1-3	<ul style="list-style-type: none">delivers a performance that demonstrates language choices to creatively shape meaning at an elementarydisplays very limited evidence of a character and makes a very limited attempt to engage the audience

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

PART B

Part B- EN4-9E

Grade	Marking Criteria
A	<ul style="list-style-type: none">composes an extensive response reflecting on their own learning using correct paragraph structure, spelling, punctuation, and grammar
B	<ul style="list-style-type: none">composes a thorough response reflecting on their own learning using correct paragraph structure, with minimal spelling, punctuation, and grammar errors
C	<ul style="list-style-type: none">composes a sound response reflecting on their own learning using adequate paragraph structure, with some spelling, punctuation, and grammar errors
D	<ul style="list-style-type: none">composes a basic response with some reflection on their own learning
E	<ul style="list-style-type: none">composes a very limited response with little reflection on their own learning

Marking Range				
A	B	C	D	E
5	4	3	2	1

HSIE





BERKELEY VALE CAMPUS HISTORY ASSESSMENT TASK

Due Date: Term 3 Week 9

Title: Vikings Individual Research Task		Teacher Name:	
Year: 8	Stage: 4	Task Number: 1	Weighting: 45%

Syllabus Outcomes:

HT4-3 describes the motives and actions of past individuals and groups in the context of past societies

HT4-5 identifies the meaning, purpose and context of historical sources

HT4-7 identifies and describes different contexts, perspectives and interpretations of the past

HT4-8 locates, selects and organizes information from sources to develop and historical inquiry

HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past

HT4-10 selects and uses appropriate oral. Written, visual and digital forms to communicate about the past

Task Description:

As a historian you are to research the life of **ONE** well known Viking explorer. You may choose from either **Erik the Red** or **Leif Eriksson**.

You are required to complete individual research on your chosen Viking explorer and create a significant Viking artefact. All components are to be presented as a Viking Museum Exhibit.

You are required to:

- investigate and complete the research booklet provided on your chosen Viking explorer
- demonstrate your knowledge from your studies in class to create an artefact that your chosen explorer may have utilised on their exploration(s).
Items may include:
 - jewellery
 - coins
 - longboat
 - arms and armour
- use the information you have gathered and your artefact to present a Viking Museum Exhibit that will be displayed in the library with a description of the elements that are related to your studies of Vikings
- complete a source analysis following the acronym OCPUR (Origin, Content, Purpose, Usefulness and Reliability)

Your Viking exhibit must not exceed 1 x A3 sheet of paper and the artefact no larger than 30cm x 30cm.

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:

- follow notification instructions carefully and accurately
- draft and edit my work
- ensure there are no spelling, punctuation or grammatical errors

Grade	Marking Criteria
A	<ul style="list-style-type: none"> research booklet demonstrates extensive knowledge and understanding of the chosen Viking explorer, is historically accurate and very detailed Viking artefact is created to a very high standard with great care, effort and accuracy origin, content, purpose and usefulness of the artefact is written to a very high level of accuracy and sophistication with at least ONE referenced source museum display demonstrates the research undertaken to a very high level and contains no spelling or grammatical errors museum display is completed to a very high standard, is very engaging, and clearly articulates research undertaken to an extensive level
B	<ul style="list-style-type: none"> research booklet demonstrates thorough knowledge of the chosen explorer, is accurate and detailed Viking artefact is created to a high standard with care, effort and is mostly accurate origin, content, purpose and usefulness of the artefact is written to a high level of accuracy with no referenced source museum display demonstrates the research undertaken to a high level and contains minimal to no spelling or grammatical errors museum display is completed to a high standard, is engaging and articulates research undertaken to a thorough level
C	<ul style="list-style-type: none"> research booklet demonstrates sound knowledge and understand of the chosen Viking explorer, is somewhat accurate or mostly completed Viking artefact is created to an adequate standard with some care and effort and somewhat accurate origin, content, purpose and usefulness of the artefact is written to a sound level, contains no referenced sources, or non-completion of ONE museum display demonstrates the research undertaken to a sound level and contains some spelling and grammatical errors museum display is completed to an adequate level, is somewhat engaging and articulates research undertaken to a sound level
D	<ul style="list-style-type: none"> research booklet demonstrates limited knowledge and understanding of the chosen Viking explorer, contains several inaccuracies or may not be completed Viking artefact is created to a basic standard with minimal care and effort and may be inaccurate origin content, purpose and usefulness of the artefact is written to a basic level, contains no referenced sources, or non-completion of TWO museum display demonstrates the research undertaken to a basic level and contains many spelling and grammatical errors museum display is completed to a limited level, is not engaging and articulates the research undertaken to a basic level
E	<ul style="list-style-type: none"> research booklet demonstrated elementary knowledge and understanding of the chosen Viking explorer, contains many inaccuracies or mostly not completed Viking artefact is created to an elementary standard with no care and effort and is inaccurate origin, content, purpose and usefulness of the artefact is written to an elementary level, contains no referenced sources, or non-completion of at least THREE museum display demonstrates the research undertaken to a very limited level and contains many spelling and grammatical errors museum display is completed to a very limited level, is not engaging or completed and articulates the research undertaken to an elementary level



BERKELEY VALE CAMPUS HISTORY ASSESSMENT TASK

Due Date: Term 4 Week 3

Title: Yearly Online Examination		Teacher Name:	
Year: 8	Stage: 4	Task Number: 2	Weighting: 45%

Syllabus Outcomes:

HT4-2 describes major periods of historical time and sequences events, people and societies from the past
HT4-3 describes the motives and actions of past individuals and groups in the context of past societies
HT4-4 describes and explains the causes and effects of events and developments of past societies over time
HT4-5 identifies the meaning, purpose and context of historical sources
HT4-6 uses evidence from sources to support historical narratives and explanations
HT4-7 identifies and describes different contexts, perspectives and interpretations of the past
HT4-8 locates, selects and organizes information from sources to develop and historical inquiry
HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past
HT4-10 selects and uses appropriate oral. Written, visual and digital forms to communicate about the past

Task Description:

The examination will be a combination of 30 different types of Google Form questions and 2 short answer questions.

Time: Period 1

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

- Vikings
- Japan Under the Shoguns

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:** enrolment in the BVC Year 8 HSIE Google Classroom, a pen, a calculator
- revise the content I have learnt about Vikings and Japan Under the Shogun
- 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"> • extensive description of major periods of historical time and sequences events, people and societies from the past • extensive description of the motives and actions of past individuals and groups in the context of past societies • extensive description and explanation of the causes and effects of events and developments of past societies over time • identifies the meaning, purpose and context of historical sources to an outstanding level • uses evidence from sources to support historical narratives and explanations to an outstanding level • identifies and describes different contexts, perspectives and interpretations of the past to an outstanding level • locates, selects and organizes information from sources to develop and historical inquiry to an outstanding level • uses an extensive range of historical terms and concepts when communicating an understanding of the past • selects and uses appropriate written, visual and digital forms to communicate about the past to an outstanding level
B	<ul style="list-style-type: none"> • thorough description of major periods of historical time and sequences events, people and societies from the past • thorough description of the motives and actions of past individuals and groups in the context of past societies • thorough description and explanation of the causes and effects of events and developments of past societies over time • identifies the meaning, purpose and context of historical sources to a highly credible level • uses evidence from sources to support historical narratives and explanations to a highly credible level • identifies and describes different contexts, perspectives and interpretations of the past to a highly credible level • locates, selects and organizes information from sources to develop and historical inquiry to a highly credible level • uses a thorough range of historical terms and concepts when communicating an understanding of the past • selects and uses appropriate written, visual and digital forms to communicate about the past to a highly credible level
C	<ul style="list-style-type: none"> • sound description of major periods of historical time and sequences events, people and societies from the past • sound description of the motives and actions of past individuals and groups in the context of past societies • sound description and explanation of the causes and effects of events and developments of past societies over time • identifies the meaning, purpose and context of historical sources to a credible level • uses evidence from sources to support historical narratives and explanations to a credible level • identifies and describes different contexts, perspectives and interpretations of the past to a credible level • locates, selects and organizes information from sources to develop and historical inquiry to a credible level • uses a sound range of historical terms and concepts when communicating an understanding of the past • selects and uses appropriate written, visual and digital forms to communicate about the past to a credible level

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

Grading Boundaries				
A	B	C	D	E
50-45	44-35	34-20	19-8	7-1

MATHEMATICS





BERKELEY VALE CAMPUS
MATHEMATICS ASSESSMENT TASK

Due Date: Term 3 Week 5

Title: Equations		Teacher Name:	
Year: 8	Stage: 4	Task Number: 3	Weighting: 20%

Syllabus Outcomes:

MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations

Task Description:

This will be an in-class examination.

You will be required to demonstrate your ability to work with simple linear and quadratic equations.

You will need to solve equations involving:

- one-step
- two-step
- pronumerals on both sides
- grouping symbols
- simple quadratics
- worded problems

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 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 5

Title: Data, Ratio and Rates		Teacher Name:	
Year: 8	Stage: 4	Task Number: 4	Weighting: 30%

Syllabus Outcomes:

MA4-19SP collects, represents, and interprets single sets of data, using appropriate statistical displays

MA4-20SP analyses single sets of data using measures of location and range

MA4-7NA operates with ratio and rates and explores graphical representations

Task Description:

This will be an in-class examination.

You will be required to demonstrate your ability to work with data, ratio and rates.

You will need to solve data problems including:

- types of data
- displaying data
- analysing data

You will need to solve ratio and rate problems including:

- identifying ratios
- simplifying ratios
- dividing quantities into ratios
- comparing rates
- converting rates
- reading distance/time graphs

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, 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





BERKELEY VALE CAMPUS
PDHPE ASSESSMENT TASK

Due Date: Term 3 Week 8

Title: Relationships		Teacher Name:	
Year: 8	Stage: 4	Task Number: 3	Weighting: 25%

Syllabus Outcomes:

PD4-3 investigates effective strategies to promote inclusivity, equality and respectful relationships

PD4-9 demonstrates self-management skills to effectively manage complex situations

Task Description:

There are three components to this task:

Part A Philosophical Chairs Preparation (15 marks)

To be completed at home and uploaded to Google Classroom prior to lesson.

Students will need to complete a prewriting activity (Philosophical Chairs Preparation Sheet) stating points for AND against the following TWO topics. They will need to bring a copy of their completed preparation sheet to class on the day of the Philosophical Chairs Activity.

The two topics to be discussed are:

- sexting is a big issue for teens
- discrimination is still an issue in Australia

Students will be marked on their critical thinking skills through the depth of their ideas, evidence used to support each idea and their ability to make an educated judgement after looking at the topic from both sides. Statistical data will strengthen your response.

Part B Philosophical Chairs Activity (10 marks)

Students will participate in the Philosophical Chairs Activity in class. They will be marked on how active they are during the discussion and the level of respect they show their peers throughout the activity.

Part C Reflection (5 marks)

Complete the Philosophical Chairs Written Evaluation Sheet in class at the end of the activity.

- did today's activity help you understand the impact of sexting OR discrimination? Explain your answer
- what strategies could you use to manage a situation relating to discrimination OR sexting at school?
- how could you promote inclusivity, equality and respectful relationships in your everyday life?

Students who are absent on the day of their Philosophical Chairs Activity will be required to discuss their ideas at a later date. Students will lose 20% of their total mark per day for late submissions.

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 equipment required to complete this task:** electronic device, internet research and theory book and Google Classroom code
- fill out my Philosophical Chairs Preparation Sheet at home and upload to Google Classroom prior to the Philosophical Chairs Activity
- participate in the Philosophical Chairs discussion in class and respect the opinions of my peers
- use appropriate terminology in writing and when speaking

Grade	Marking Criteria
A	<ul style="list-style-type: none"> demonstrates an extensive understanding of the issues relating to equality and developing respectful relationships completes a comprehensive prewriting activity outlining at least 3 points for AND against each central statement used statistics, data and examples to support all ideas actively engaged in Philosophical Chairs Activity and presented their ideas and rebuttals in a respectful manner outlines multiple strategies to manage at least one situation and promote inclusivity, equality and respectful relationships made a judgement on the effectiveness of Philosophical Chairs Activity and explains answer expresses written ideas in a clear and coherent way
B	<ul style="list-style-type: none"> demonstrates a thorough understanding of the issues relating to equality and developing respectful relationships completed a detailed prewriting activity for both statements actively participated in Philosophical Chairs Activity and presented their ideas in a respectful manner used statistics, data and examples to support ideas outlines at least one strategy to manage each situation and promote inclusivity, equality and respectful relationships made a judgement on the effectiveness of Philosophical Chairs Activity expresses written ideas in a clear and coherent way
C	<ul style="list-style-type: none"> demonstrates a sound understanding of the issues relating to equality and developing respectful relationships discusses or identifies at least one point for or against one topic used some evidence or examples to support answer participated in Philosophical Chairs Activity and respects peers' opinions attempts to identify one strategy to promote equality, inclusivity and respectful relationships provides some feedback in reflection attempts to express ideas in a clear and coherent way
D	<ul style="list-style-type: none"> demonstrates a basic understanding of the issues relating to equality and developing respectful relationships discusses or identifies a point for or against on at least one topic chose a side in Philosophical Chairs but did not engage in activity made little to no attempt to justify effectiveness of Philosophical Chairs Activity basic evaluation completed
E	<ul style="list-style-type: none"> demonstrates an elementary understanding of the issues relating to equality and developing respectful relationships prewriting activity not attempted made very little or no attempt to engage in Philosophical Chairs Activity Philosophical Chairs Activity incomplete



BERKELEY VALE CAMPUS PDHPE ASSESSMENT TASK

Due Date: Term 3 Week 10

Title: Square Dance		Teacher Name:	
Year: 8	Stage: 4	Task Number: 4	Weighting: 25%

Syllabus Outcomes:

PD4-10 applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts

PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

Task Description:

Students are participating in a unit of dance that builds upon skills learnt in previous units. It allows students to demonstrate and refine movement skills. Participation aims to encourage enjoyment in dance and focus upon lifelong participation. Students are encouraged to move confidently and interact with other students. This is a fundamental skill and one which supports positive social interactions.

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.

Participation and Performance (20 marks)

Students will be required to complete a range of dances, including the Bonanza and Summertime. They will be assessed on timing, dance steps and enthusiasm.

Websites that can assist you include:

- <https://videosquaredancelessons.com/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)

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)
- demonstrate a consistent level of participation and effort
- display appropriate dance etiquette
- perform the correct steps in time with the music

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • displays outstanding style, accuracy and advanced technique in the performance of square dances • displays creative ability and improvisation in dance • encourages cohesiveness within group and selects and applies effective communication skills • always performs a range of movement skills with confidence, variation and rhythm • always displays outstanding dance etiquette • always participates to the best of their ability
B	<ul style="list-style-type: none"> • displays a high level of style, accuracy and advanced technique in the performance of square dances • consistently displays rhythmic sense in performance of dance movements • demonstrates a high knowledge of steps when performing selected square dances • performs a range of movement skills with confidence • consistently performs a range of movement skills with confidence, variation and rhythm • always displays a high level of dance etiquette • participates to the best of their ability
C	<ul style="list-style-type: none"> • displays cooperation and satisfactory communication within their group • displays rhythmic sense in performance of dance movements • demonstrates a satisfactory knowledge of steps when performing selected square dances • performs satisfactory square dance skills with confidence • satisfactory range of movement skills with variation and rhythm • displays appropriate dance etiquette • usually participate to the best of their ability
D	<ul style="list-style-type: none"> • displays cooperation and elementary communication skills in some situations • displays basic rhythmic sense in dance activities • demonstrates basic knowledge of steps when performing selected square dances • performs a range of movement skills with basic variation and rhythm • sometimes participates to the best of their ability
E	<ul style="list-style-type: none"> • displays very limited cooperation and have basic communication skills • has very limited rhythmic sense • inability to demonstrate elementary moves when performing selected square dances • displays a very limited understanding of steps used when performing selected dances • demonstrate range of movement skills with very limited variation and rhythm • very limited dance etiquette displayed • rarely participates to the best of their ability

SCIENCE





BERKELEY VALE CAMPUS SCIENCE ASSESSMENT TASK

Due Date: Term 3 Week 6

Title: Body Systems Research Task		Teacher Name:	
Year: 8	Stage: 4	Task Number: 3	Weighting: 25%

Syllabus Outcomes:

- SC4-9WS** presents ideas, findings and information to a given audience using appropriate scientific language, text types and representations
- SC4-14LW** analyses interactions between components and processes within biological systems
- SC4-15LW** explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society

Task Description:

You have been hired by Body Systems Australia to create an informative ICT presentation which explains what happens to your body when it encounters certain stimuli. For example, you have a cousin who has Coeliac Disease (allergic to gluten). If they eat food containing gluten, the villi in their small intestine become inflamed, sticky and flat which may lead to stomach pain, bloating, diarrhea and low energy.

Required Elements (tick each box when complete):

Functions

Describe and name the type of intolerance / deficiency / allergic reaction that you have chosen.

- ☐ identify the major body system it affects
- ☐ list TWO or more body systems connected to your chosen system and explain how they work together
- ☐ list the organs the intolerance / deficiency / allergic reaction affects
- ☐ explain how it affects those organs
- ☐ what would a person with this condition look / sound / feel like?
- ☐ what can be done to prevent it from happening?

Body system diagram

- ☐ include an accurate and clear diagram/drawing of the system your chosen topic affects
- ☐ label all organs

Critical Thinking Research

If you chose a food intolerance above answer a question from the intolerance section, if you chose a food deficiency above answer a question from the deficiency section, and if you chose an allergic reaction above answer a question from the allergic reaction section.

Using your new knowledge answer ONE of the following questions:

Intolerance

- ☐ are there any benefits to eating gluten free food if you aren't intolerant to gluten?
- ☐ if people remove high-calcium dairy foods from their diet, will that decrease their bone strength?

Deficiency

- ☐ do body builders obtain any benefits from taking protein supplements?
- ☐ are people who buy multivitamins wasting their money?

Allergic Reaction

- ☐ do you think the school ban on spray-on deodorant is fair?
- ☐ should schools become "nut-free" due to the large number of people allergic to them?

In your answer you must:

- justify your decision using examples
- refer to at least two websites/books which you collected secondary information from
- use 100 words or more
- type/write in your own words

Design

Your research task should:

- be organised with eye catching headings
- show evidence of research (contain a bibliography with 2 references including the title, website and date accessed)
- include two or more appropriate and relevant pictures/diagrams
- be informative, creative and colourful

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:** paper, pens, coloured paper, colouring pencils
- include all 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"> demonstrates an extensive knowledge and understanding of the chosen body system and all information is biologically correct for chosen intolerance/deficiency/allergic reaction interrelationships between other systems are clearly explained diagram is clear with all correct labels overall creativity and presentation are of a very high standard presentation is well organised with clear headings and is neatly written or typed with 2 or more sources in the bibliography
B	<ul style="list-style-type: none"> demonstrates a thorough knowledge and understanding of the chosen body system and most information is biologically correct for chosen intolerance/deficiency/allergic reaction interrelationships between other systems are identified and a brief description given diagram is clear with 1 label omitted/not corresponding with the correct organs/parts overall creativity and presentation is of a high standard presentation is organised with some headings and neatly written or typed with 2 sources
C	<ul style="list-style-type: none"> demonstrates a sound knowledge and understanding of the chosen body system and some information is biologically correct for chosen intolerance/deficiency/allergic reaction interrelationships between other systems are depicted but not clearly explained diagram is legible with 2-3 labels omitted/not corresponding with the correct organs/parts overall creativity and presentation is of an adequate standard presentation is missing some headings, has minimal coherency with 1 source in the bibliography
D	<ul style="list-style-type: none"> demonstrates a basic knowledge and understanding of the chosen body system and minimal information is biologically correct for chosen intolerance/deficiency/allergic reaction interrelationships between systems are poorly depicted and explained diagram is legible with 3-4 labels omitted/not corresponding with the correct organs/parts overall creativity and presentation lack's colour, originality and effort presentation has one heading, lacks coherency, is untidy and bibliography is absent
E	<ul style="list-style-type: none"> demonstrates an elementary knowledge and understanding of the chosen body system and most information is biologically incorrect interrelationships between systems are not depicted or explained diagram is absent/illegible with no labels overall creativity and presentation is of a poor standard with no colour, originality or effort presentation has no headings, illegible and bibliography is absent



BERKELEY VALE CAMPUS SCIENCE ASSESSMENT TASK

Due Date: Term 4 Week 2

Title: Yearly Examination		Teacher Name:	
Year: 8	Stage: 4	Task Number: 4	Weighting: 25%

Syllabus Outcomes:

- SC4-8WS** selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
- SC4-9WS** presents ideas, findings and information to a given audience using appropriate scientific language, text types and representations
- SC4-10PW** describes the action of unbalanced forces in everyday situations
- SC4-11PW** discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
- SC4-12ES** describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
- SC4-13ES** explains how advances in scientific understanding of processes that occur within and on the Earth influence the choices people make about resource use and management
- SC4-14LW** relates the structure and function of living things to their classification, survival and reproduction
- SC4-15LW** explain how new biological evidence changes people's understanding of the world
- SC4-16CW** describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
- SC4-17CW** explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life

Task Description:

This is an in-class examination which will examine the following topics from Year 8 Science:

- Earth's Structure
- Charge
- Inside Humans
- Atoms, Elements and Compounds

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)

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

TECHNOLOGY MANDATORY





**BERKELEY VALE CAMPUS
TECHNOLOGY MANDATORY
ASSESSMENT TASK**

Due Date:

Title: Digital Technologies		Teacher Name:	
Year: 8	Stage: 4	Task Number:	Weighting: 33%

Syllabus Outcomes:

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

TE4-10TS explains how people in technology related professions contribute to society now and into the future

Task Description:

This task 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:

- respond to the design brief including your ability to design and produce visual merchandise for a fictional theme park
- investigate how graphic designers contribute to society – CANVA and Indigenous research task

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 very high standard

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • extensive, unique and creative merchandise produced in response to the design brief • the merchandise is constructed accurately from the design and completed to a very high standard according to scale • demonstrates exceptional quality in all aspects of the final product production • extensive research into the CANVA and Indigenous Graphic Design Industry
B	<ul style="list-style-type: none"> • unique and creative merchandise produced in response to the design brief • the merchandise is constructed accurately from the design and completed to a thorough standard according to scale • demonstrates high quality in all aspects of the final product production • thorough research into the CANVA and Indigenous Graphic Design Industry
C	<ul style="list-style-type: none"> • sound merchandise produced in response to the design brief • the merchandise is constructed similarly to the design and completed to a sound standard with an attempt to incorporate scale • demonstrates satisfactory quality in all aspects of the final product production • sound research into the CANVA and Indigenous Graphic Design Industry
D	<ul style="list-style-type: none"> • basic merchandise produced in response to the design brief • the merchandise is constructed to basic standard and not to scale • demonstrates basic quality in all aspects of the final product production • basic research into the CANVA and Indigenous Graphic Design Industry
E	<ul style="list-style-type: none"> • very limited merchandise produced in response to the design brief • the merchandise is constructed to a very limited standard not to scale • elementary quality in all aspects of the final product production • very limited research into the CANVA and Indigenous Graphic Design Industry



**BERKELEY VALE CAMPUS
TECHNOLOGY MANDATORY
ASSESSMENT TASK**

Due Date:

Title: Engineering Our World		Teacher Name:	
Year: 8	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

TE4-8EN explains how force, motion and energy are used in engineered systems

Task Description:

This task 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 produce and submit a Design and Production Folio to demonstrate your ability to plan and manage the production of your chosen design solution.

You will be marked specifically on your ability to:

- design and communicate responses to the design brief, including draft ideas and final design ideas
- plan and manage the production of a designed solution including a production log
- research types and forms of energy and forces

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:

- ensure my Design and Production Folio is completed to a very high standard
- participate in all classroom learning activities

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 • production log is completed to an outstanding standard and has frequent entries • types and forms of energy and forces comprehension task are completed and are extensively researched
B	<ul style="list-style-type: none"> • thorough, unique and creative illustration and description of design ideas including sketching, colour and labelling • production log is completed to a high standard and has frequent entries • types and forms of energy and forces comprehension task are completed and are thoroughly researched
C	<ul style="list-style-type: none"> • sound illustrations and description of design ideas including sketching • production log is completed to a sound standard • types and forms of energy and forces comprehension task are completed and are satisfactory
D	<ul style="list-style-type: none"> • basic illustration and description of design ideas • production log is completed to a basic standard, with some entries • types and forms of energy and forces comprehension task are research to a basic standard
E	<ul style="list-style-type: none"> • elementary illustration and description of design ideas • production log is completed to a very limited standard • types and forms of energy and forces comprehension task is incomplete/researched to a very limited standard



**BERKELEY VALE CAMPUS
TECHNOLOGY MANDATORY
ASSESSMENT TASK**

Due Date:

Title: Fantastic Food		Teacher Name:	
Year: 8	Stage: 4	Task Number:	Weighting: 33%

Syllabus Outcomes:

TE4-6FO explains how the characteristics and properties of food determine preparation techniques for healthy eating
TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects

Task Description:

The task consists of two components:

PART 1 Theory

You will be required to work through 3 activities online using Google Classroom.

Activity 1: You will use the Australian Guide to Healthy Eating Guidelines to determine the food groups serve sizes for a variety of meals

Activity 2: You will analyse an unhealthy recipe by identifying unhealthy items and making suggestions for healthy alternatives

Activity 3: You will compare and analyse a meal from McDonalds and Sumo Salad. They will be required to compare the nutritional components of each meal and identify the nutritional value of ingredients

PART 2 Practical

You will be assessed on the practical abilities over the term and receive a cumulative practical mark.

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 is visually appealing

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • exceptional understanding of food group serve sizes • exceptional understanding of how to analyse a nutritional table and interpret information to complete a detailed justification of a meal choice • demonstrated extensive practical abilities
B	<ul style="list-style-type: none"> • thorough understanding of food group serve sizes • thorough understanding of how to analyse a nutritional table and interpret information to complete a detailed justification of a meal choice • demonstrated well developed practical abilities
C	<ul style="list-style-type: none"> • sound understanding of food group serve sizes • sound understanding of how to analyse a nutritional table and interpret information to complete a detailed justification of a meal choice • demonstrated competent practical abilities
D	<ul style="list-style-type: none"> • basic understanding of food group serve sizes • basic understanding of how to analyse a nutritional table and interpret information to complete a detailed justification of a meal choice • demonstrated basic practical abilities
E	<ul style="list-style-type: none"> • very limited understanding of food group serve sizes • very limited understanding of how to analyse a nutritional table and interpret information to complete a detailed justification of a meal choice • demonstrated elementary practical abilities



**BERKELEY VALE CAMPUS
TECHNOLOGY MANDATORY
ASSESSMENT TASK**

Due Date:

Title: Forging Ahead		Teacher Name:	
Year: 8	Stage: 4	Task Number:	Weighting: 33%

Syllabus Outcomes:

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 to develop and produce a product for a specific purpose made from mild steel and 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 metal context
- generate and understand the use of particular design ideas
- understand the characteristics and properties of the material used
- implement project management techniques

Extension:

Explain the process of steel manufacture and discuss the environmental impacts of this.

Investigate the process of blacksmithing and describe how this is performed.

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 that include OnGuard and Google Classroom
- attempt to complete all tasks

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • has an extensive knowledge and understanding of the appropriate tools, equipment, materials, techniques and processes used to develop practical projects • independently applies risk management techniques to minimize hazards in the workshop • completes all OnGuard safety training courses • independently develops a prototype for their metal sign design • completes surface preparation of mild steel for painting and finishes to a very high standard
B	<ul style="list-style-type: none"> • thorough knowledge and understanding of the appropriate tools, equipment, materials, techniques and processes used to develop practical projects • independently applies risk management techniques to minimize hazards in the workshop • completes all OnGuard safety training courses • independently develops a prototype for their metal sign design • completes surface preparation of mild steel for painting and finishes to a high standard
C	<ul style="list-style-type: none"> • sound knowledge and understanding of the appropriate tools, equipment, materials, techniques and processes used to develop practical projects • with some assistance applies risk management techniques to minimize hazards in the workshop • completes most OnGuard safety training courses with some assistance • with assistance develops a prototype for their metal sign design • completes surface preparation of mild steel for painting and finishes to a satisfactory standard
D	<ul style="list-style-type: none"> • basic knowledge and understanding of the appropriate tools, equipment, materials, techniques and processes used to develop practical projects • struggles to identify risk management techniques in order to minimize hazards in the workshop • does not complete all required OnGuard safety training courses • with assistance develops a prototype for their metal sign design • completes surface preparation of mild steel for painting and finishes to a basic standard
E	<ul style="list-style-type: none"> • very limited knowledge and understanding of the appropriate tools, equipment, materials, techniques and processes used to develop practical projects • unable to identify risk management techniques in order to minimize hazards in the workshop • does not complete all required OnGuard safety training courses • with assistance develops an unfinished prototype for their metal sign design • does not complete surface preparation of mild steel for painting



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