



BERKELEY VALE CAMPUS ASSESSMENT BOOK Year 9 2023

to the stars





YEAR 9 ASSESSMENT

POLICY INTRODUCTION

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

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

Assessments at a glance - Planning Grid – Term 4

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

CAPA

Includes:

Music

Photography and Digital Media

Visual Arts





BERKELEY VALE CAMPUS MUSIC ASSESSMENT TASK

Due Date: Term 3 Week 4

Title: Viva Voce		Teacher Name:	
Year: 9	Stage: 5	Task Number: 3	Weighting: 25%

Syllabus Outcomes:

5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study.

5.10 demonstrates an understanding of the influence and impact of technology in music.

Task Description:

Students are required to present a “viva voce” (a two-way discussion between examiner and student) as a response to one of the following topics:

- Reggae – from Jamaica to The World
- Cumbia – Colombian National Music
- Flamenco: Not Just Music
- K-Pop Revolution

The information will be presented for the class. The students will be asked questions about the statements they present.

Students must conduct their presentation with use of a written summary (approx. 1 A4 page in length). This summary is to be submitted at the conclusion of the presentation for marking. Responses must last for at least 5 minutes and be accompanied with appropriate information and musical examples.

Students experiencing difficulty may choose to create a PowerPoint presentation to collate their ideas and musical examples.

Students may create their own stimulus statement but it must be approved by the teacher.

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 skills in persuasive writing
- seek regular feedback from my teacher

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • presents a viva voce which clearly and perceptively communicates an extensive knowledge of the chosen topic • demonstrates an extensive understanding and an informed opinion on the influence of culture in music • the presentation demonstrates extensive research and planning and contains relevant audio/video examples
B	<ul style="list-style-type: none"> • presents a viva voce which communicates a thorough understanding of the chosen topic • demonstrates a thorough understanding and an opinion on the influence of culture in music • the presentation demonstrates thorough research and planning and contains relevant audio/video examples
C	<ul style="list-style-type: none"> • presents a viva voce which communicates a sound understanding of the chosen topic • demonstrates a sound understanding and an opinion on the influence of culture in music • the presentation demonstrates some research and planning and contains some relevant audio/video examples
D	<ul style="list-style-type: none"> • presents a viva voce which communicates a basic understanding of the chosen topic • demonstrates a basic understanding and/or subjective opinion on the influence of culture in Music • the presentation demonstrates basic research and planning and does not contain relevant audio/video examples
E	<ul style="list-style-type: none"> • presents a viva voce which communicates an elementary or misguided understanding of the chosen topic • demonstrates an elementary understanding of the influence of culture in music • the presentation demonstrates very limited research and planning and does not contain audio/visual examples



BERKELEY VALE CAMPUS MUSIC ASSESSMENT TASK

Due Date: Term 3 Week 9

Title: Composition		Teacher Name:	
Year: 9	Stage: 5	Task Number: 4	Weighting: 30%

Syllabus Outcomes:

5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study

5.6 uses different forms of technology in the composition process

Task Description:

You will need to complete two components for this task:

Part 1

Either as a soloist or in a small ensemble, you are required to choose a piece of music and arrange it for performance in a way which differs from the original recording.

Some examples may include selecting a piece:

- for an ensemble (group) and performing it as a soloist.
- in a particular style (for example, Rock) and performing it in a different style (for example, Jazz).
- and making significant alterations to the tempo, structure, chord progression or melody.

Part 2

Upon performance of the arrangement, you will need to submit a report (approx. 1 A4 page) which details the changes that have been made to the song. This needs to be written in context of the concepts of music.

You will have the opportunity in class to seek guidance and clarify any misunderstandings related to the task. You are encouraged to be creative with your choices and seek regular advice and assistance from your teacher.

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 creative
- have original ideas that show I understand how to arrange a piece
- meet with my teacher if I need ideas or help
- look up covers on YouTube for inspiration e.g. Postmodern Jukebox or Triple J's Like a Version
- complete my draft by Term 3, Week 7

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • presents an arrangement which demonstrates an extensive knowledge of the concepts of music • the arrangement shows evidence of detailed planning and rehearsal • three or more aspects of the original piece have clearly been changed in a way that is musically and stylistically appropriate • the accompanying report extensively details the process followed to complete the task
B	<ul style="list-style-type: none"> • presents an arrangement which demonstrates a thorough knowledge of the concepts of music • the arrangement shows evidence of planning and rehearsal • two aspects of the original piece have been changed in a way that is musically and stylistically appropriate • the accompanying report details the process followed to complete the task
C	<ul style="list-style-type: none"> • presents an arrangement which demonstrates a sound knowledge of the concepts of music • the arrangement shows some evidence of planning and rehearsal • one aspect of the original piece has been changed in a way that is musically and stylistically appropriate • the accompanying report shows some insight into the process followed to complete the task
D	<ul style="list-style-type: none"> • presents an arrangement which demonstrates a basic knowledge of the concepts of music • the arrangement shows limited evidence of planning and rehearsal • changes to the piece are not clear or are not musically and stylistically appropriate • the accompanying report shows a basic outline of the process followed to complete the task
E	<ul style="list-style-type: none"> • presents an arrangement which demonstrates an elementary or misguided knowledge of the concepts of music • the arrangement shows very little evidence of planning and rehearsal • very few changes are made to the piece • the accompanying report is incomplete or does not correctly explain changes made to the piece



BERKELEY VALE CAMPUS
PHOTOGRAPHY AND DIGITAL MEDIA
ASSESSMENT TASK

Due Date: Term 3 Week 9

Title: Lighting Photography		Teacher Name:	
Year: 9	Stage: 5	Task Number: 3	Weighting: 40%

Syllabus Outcomes:

5.5 makes informed choices to develop and extend concepts and different meanings in their photographic and digital works

5.6 selects appropriate procedures and techniques to make and refine photographic and digital works

Task Description:

Students will need to complete two components for this task:

PART 1 6 Lighting Photos 20%

Students are to take portraits using a range of lighting and compositional techniques:

- natural lighting effects
- Rembrandt lighting
- directed lighting
- reflector
- unusual or creative composition
- framing the subject

PART 2 Digital Pop Art Portrait 10%

Students choose their best images and then open their images in Photoshop. Use the step-by-step guide provided by the teacher to develop a Pop Art inspired portrait.

PART 3 Photography and Digital Media Journal 10%

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

Assessment Task Support Information:

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

To do well in this assessment task I must:

- show how I met all the aspects outlined for the task
- use a SLR camera to produce creative images
- show an arrangement of the composition and communication of techniques
- show use of Photoshop in digitalizing my image

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • follows the tutorials on lighting SLR photography and completes 6 of the activities outlined in the tutorials extensively • produced sophisticated work utilising the settings on an SLR camera demonstrating an extensive understanding of the SLR Photography • the work is highly creative and technical technique of achievement is advanced • all work is completed and presented creatively in the Photographic Journal
B	<ul style="list-style-type: none"> • follows the tutorials on lighting SLR photography and completes the 6 activities outlined in the tutorials to a thorough standard • produced high quality work utilising the settings on an SLR camera demonstrating a thorough understanding of SLR Photography • the work is creative and technical technique of achievement is of a high quality • all work is completed and presented to a high standard in the Photographic Journal
C	<ul style="list-style-type: none"> • follows the tutorials on lighting SLR photography and completes the 5 activities outlined in the tutorials to a sound standard • produced sound quality work utilising the settings on an SLR camera demonstrating a thorough understanding of SLR Photography • the work is creative and technical achievement is sound • most work is completed and presented to a sound standard in the Photographic Journal
D	<ul style="list-style-type: none"> • follows the tutorials on lighting SLR photography and completes 4 activities outlined in the tutorials to a basic standard • produced basic quality work utilising the settings on an SLR camera demonstrating a limited understanding of SLR Photography • the finished work shows basic creative and technical achievement is limited • some work is completed and presented to a basic standard in the Photographic Journal
E	<ul style="list-style-type: none"> • follows the tutorials on lighting SLR photography and completes minimal activities outlined in the tutorials to an elementary standard • produced elementary quality work utilising the settings on an SLR camera demonstrating little or no understanding of SLR Photography • the finished work shows little or no creative and technical achievement • no attempt was made to present work in Photographic Journal



BERKELEY VALE CAMPUS VISUAL ARTS ASSESSMENT TASK

Due Date: Term 3 Week 9

Title: Case Study		Teacher Name:	
Year: 9	Stage: 5	Task Number: 3	Weighting: 20%

Syllabus Outcomes:

5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art

5.10 demonstrates how art criticism and art history construct meanings

Task Description:

Students will complete a case study of **ONE** of the following artists: Rene Magritte, Salvador Dali or Claude Cahun.

Students will use the scaffold provided to ensure they have all relevant information including selecting a minimum of three works by the artist and including images of those works with detailed annotations.

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
- demonstrate through research of the artist with supporting URL references and images
- demonstrate care in organising presentation of the case study and ensuring all components are included

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • case study demonstrates sophisticated understanding of the selected artist through extensive research which includes a wide variety of images of selected works with detailed and relevant annotations • demonstrates exceptional documentation of artmaking practice and processes of their chosen artist
B	<ul style="list-style-type: none"> • case study demonstrates high level understanding of the selected artist through thorough research which includes at least 3 images of selected works with detailed and relevant annotations • demonstrates substantial documentation of artmaking practice and processes of their chosen artist
C	<ul style="list-style-type: none"> • case study demonstrates satisfactory understanding of the selected artist through adequate research which includes images of selected works with simple annotations • demonstrates satisfactory documentation of artmaking practice and processes of their chosen artist
D	<ul style="list-style-type: none"> • case study demonstrates basic understanding of the selected artist through limited research which includes images of selected work with no annotation • demonstrates limited documentation of artmaking practice and processes of their chosen artist
E	<ul style="list-style-type: none"> • case study demonstrates little or no understanding of their chosen artist. Research is minimal or incomplete. Case study does not include images of selected work or annotations • demonstrates little or no documentation of artmaking practice and processes of their chosen artist



BERKELEY VALE CAMPUS VISUAL ARTS ASSESSMENT TASK

Due Date: Term 4 Week 4

Title: Surrealism		Teacher Name:	
Year: 9	Stage: 5	Task Number: 4	Weighting: 30%

Syllabus Outcomes:

- 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
5.5 makes informed choices to develop and extend concepts and different meanings in their artworks

Task Description:

There are two components to this task.

Part One Submission of Visual Arts Diary 10%

The diary should include:

- all documentation, processes and techniques completed in class.
- all written documentation on Surrealism, artists and artworks.

Part Two Collection of Surrealist artworks 20%

You will need to submit 3-5 artworks using the different techniques of the Surrealism genre. Including collage, drawing and sculpture.

There will be an opportunity in class to seek guidance and clarify any misunderstandings related to the task. Work will be completed during class time and all supporting resources will be provided including artmaking mediums.

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:

- demonstrate an articulation of ideas and concepts relating to Surrealism in my collage, drawing or sculpture
- demonstrate a range of artmaking techniques and procedures relating to Surrealism
- ensure my Visual Arts Diary is up to date with all work completed
- demonstrate creativity in presentation of work and show process of ideas and art making in my Visual Arts Diary

Grade	Marking Criteria
A	<ul style="list-style-type: none"> the work visually demonstrated extensive knowledge and understanding of Surrealism concepts and ideas. creation of a range of Surrealism inspired artworks demonstrating a high degree of sophisticated techniques and artistic elements. VAD entries demonstrated exceptional documentation of artmaking practice and processes of artmaking techniques and Surrealism written work.
B	<ul style="list-style-type: none"> the work visually demonstrated high level knowledge and understanding of Surrealism concepts and ideas. creation of a range of Surrealism inspired artworks demonstrating developed techniques and artistic elements. VAD entries demonstrated high level documentation of artmaking practice and processes of artmaking techniques and Surrealism written work.
C	<ul style="list-style-type: none"> the work visually demonstrated sound knowledge and understanding of Surrealism concepts and ideas. creation of a range of Surrealism inspired artworks demonstrating satisfactory techniques and artistic elements. VAD entries demonstrated adequate documentation of artmaking practice and processes of artmaking techniques and Surrealism written work.
D	<ul style="list-style-type: none"> the work visually demonstrated basic knowledge and understanding of Surrealism concepts and ideas. creation of a range of Surrealism inspired artworks demonstrating basic techniques and artistic elements. VAD entries demonstrated basic documentation of artmaking practice and processes of artmaking techniques and Surrealism written work.
E	<ul style="list-style-type: none"> the work visually demonstrated minimal understanding of Surrealism concepts and ideas. non or limited attempt to create Surrealism inspired artworks demonstrating limited techniques and artistic elements. VAD entries demonstrated limited or no documentation of artmaking practice and processes of artmaking techniques and Surrealism written work.

ENGLISH





BERKELEY VALE CAMPUS ENGLISH ASSESSMENT TASK

Due Date: Term 3 Week 2

Title: Speech		Teacher Name:	
Year: 9	Stage: 5	Task Number: 3	Weighting: 25%

Syllabus Outcomes:

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

EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

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

Task Description:

You are required to compose and present a persuasive speech on an issue of your own choosing. Speak out about something you are passionate about.

In this task you are required to:

- choose an issue you feel strongly about
- research this issue and select appropriate evidence that supports your point of view
- write a persuasive and engaging 3–4-minute speech for a young adult audience:
 - take a position - in favour or against
 - persuade your audience to take action
 - be sure to use evidence from your research. Select sources that support your point of view – research
 - plan, draft and edit your speech - convince your audience - use persuasive techniques
- submit your written speech via the BVC Year 9 English 2023 Google Classroom by Monday, Week 2, 8:30 AM
- present your speech – during Week 2 and 3 you will be required to deliver your speech to your class

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

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

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

Assessment Task Support Information:

- 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 appropriate language, conventions and structure to engage the audience
- complete all set classwork
- seek feedback on my plan and drafted response, and act upon suggestions before submission of the task (Google doc is recommended)

Grade	Marking Criteria
A	<ul style="list-style-type: none"> demonstrates extensive skills in using eye contact, tone, volume, stance and pace to present an original and highly persuasive point of view (EN5-3B) composes an extensive composition with a sustained voice, using appropriate text structure, literary devices and languages features for their purpose and audience (EN5-3B) demonstrates extensive skills in using the language of persuasion when expressing their own ideas and beliefs on an issue (EN5-5C) successfully utilises a variety of reliable evidence to convince the audience of their position (EN5-7D) establishes and maintains a clear and highly convincing point of view (EN5-7D)
B	<ul style="list-style-type: none"> demonstrates developed skills in delivering their speech using eye contact, tone, volume, stance and pace to present an original and highly persuasive point of view (EN5-3B) creates a thorough composition with a sustained voice, using appropriate text structure, literary devices and languages features for their purpose and audience (EN5-3B) demonstrates developed skills in using the language of persuasion when expressing their own ideas and beliefs on an issue (EN5-5C) successfully utilises a variety of reliable evidence to convince the audience of their position (EN5-7D) establishes and maintains a clear and convincing point of view (EN5-7D)
C	<ul style="list-style-type: none"> demonstrates sound skills in using eye contact, tone, volume, stance and pace to present an original and persuasive point of view (EN5-3B) creates a sound composition with a sustained voice, using a sound text structure, some or infrequent literary devices and languages features for their purpose and audience (EN5-3B) demonstrates sound skills in using the language of persuasion when expressing their own ideas and beliefs on an issue (EN5-5C) uses evidence to support their audience of their position (EN5-7D) establishes a line of argument. May not consistently maintain their point of view (EN5-7D)
D	<ul style="list-style-type: none"> limited presentation of speech. May use eye contact, tone, volume, stance and pace to present their speech (EN5-3B) presents a basic response. Relying heavily on recounting with limited use or control of literary devices and language features (EN5-3B) demonstrates limited skills in presenting an argument or information about a chosen issue EN5-5C) attempts to present information on a topic or issue (EN7-7D)
E	<ul style="list-style-type: none"> very limited presentation of speech with little to no structure (EN5-3B) very limited attempt. May present some information on a topic or issue (EN5-5C, EN5-7D)

Grading Boundaries				
A	B	C	D	E
20-17	16-13	12-9	8-5	4-0



BERKELEY VALE CAMPUS ENGLISH ASSESSMENT TASK

Due Date: Term 4 Week 3

Title: Yearly Examination		Teacher Name:	
Year: 9	Stage: 5	Task Number: 4	Weighting: 30%

Syllabus Outcomes:

EN5-6C investigates the relationships between and among texts

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

EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

Task Description:

This assessment task will be completed under examination conditions.
There are two (2) sections to this examination.

You will have 50 minutes to complete the examination.

Reading Time: 10 minutes

Text 1: 20 minutes

Text 2: 20 minutes

Reading – Short Answer Comprehension Questions

Text 1: Poetry Analysis – allow about 20 minutes to answer this part

- You will respond to one unseen poem, answering short answer comprehension questions

Text 2: Short Story Analysis – allow about 20 minutes to answer this part

- You will respond to an unseen dystopian short story extract, answering short answer comprehension questions

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 all set classwork
- seek feedback on my plan and drafted response, and act upon suggestions before submission of the task (Google doc is recommended)

HSIE

Includes:

Commerce





BERKELEY VALE CAMPUS HISTORY ASSESSMENT TASK

Due Dates:
Part B: Term 3 Week 7
Part A: Term 3 Week 9

Title: Zero Hour Rich Task		Teacher Name:	
Year: 9	Stage: 5	Task Number: 1	Weighting: 50%

Syllabus Outcomes:

HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia

HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia
HT5-5

HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia

HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past

HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Task Description:

This task is a learning portfolio. It is a collection of all the learning activities you have completed or attempted in this unit. You will use your exercise book, a scrapbook and the online learning environment to examine and explain the conditions and perspectives of a WWI digger and the people involved in their WWI experience.

These activities include:

- a research Task – Zero Hour – Scrapbook: Charles Linklater AIF soldier who fought in Gallipoli and the Western Front
- an in Class Source Analysis Task in Week 8 – Using the OCPUR method of analysing WWI and WWII sources

You will need to use the stimulus booklet provided and the Year 9 website as some of your information source.

Here is a schedule of due dates to ensure that you are guided to complete this task:

Items:	Due date:
1. Timeline & Map (20 marks)	3pm Friday Week 4
2. Letter from France 150-200 words (15 marks)	3pm Friday Week 6
3. Letter from Messines 200-250 words (15 marks)	
4. Newspaper Obituary for Captain Charles Linklater MC – 150 - 200 words (10 marks)	3pm Friday Week 7
5. In class Task (30 Marks)	In class Friday Week 7
6. A diary entry from Dorothy's pilgrimage 100 - 150 words (10 marks)	3pm Friday Week 9
7. Photographs SIX photographs/ sketches (10 marks)	
8. Research Evidence (10 marks)	
9. Presentation (10 marks)	

Assessment Task Support Information:

- tasks to be submitted on Google Classroom, class code is v7lm2h5
- 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 covered and labelled A4 exercise book, a separate book or 'scrapbook', classroom equipment, portfolio guidelines glued into the front page and a learning checklist
- follow instructions carefully and accurately
- communicate at a high level
- reflect on my work and improve how I do things
- locate and analyse relevant sources
- show I have detailed knowledge and understanding of the people and events and issues related to WWI and WWII

Grade	Marking Criteria
A	<ul style="list-style-type: none"> demonstrates extensive knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia demonstrates extensive knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia draws historical conclusions based on an understanding of chronology, continuity and change evaluates a range of sources for their usefulness and synthesises evidence from them to support a historical inquiry analyses and assesses the importance of the causes and effects of historical events and developments analyses and accounts for different perspectives and interpretations of the past communicates an understanding of the past by constructing sustained explanations and arguments for different audiences, in appropriate oral, written, visual and digital forms, with a sophisticated use of relevant historical terms and concepts
B	<ul style="list-style-type: none"> demonstrates thorough knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia demonstrates thorough knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia explains historical events based on an understanding of chronology, continuity and change selects and analyses a range of sources and draws conclusions about their usefulness for a historical inquiry explains and analyses causes and effects of historical events and developments explains and compares different perspectives and interpretations of the past communicates an understanding of the past by constructing explanations and arguments for different audiences, in appropriate oral, written, visual and digital forms, using a range of relevant historical terms and concepts
C	<ul style="list-style-type: none"> demonstrates sound knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia demonstrates sound knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia sequences historical events and describes significant patterns of continuity and change selects and organise sources to locate relevant information to support a historical inquiry explains causes and effects of historical events and developments explains different perspectives and interpretations of the past communicates an understanding of the past through explanations and arguments in appropriate oral, written, visual and digital forms, using relevant historical terms and concepts
D	<ul style="list-style-type: none"> demonstrates basic knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia demonstrates basic knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia sequences some historical events and identifies factors contributing to continuity and change selects and organises relevant information from sources and summarises the main ideas to answer historical questions describes some causes and effects of historical events and developments identifies different perspectives and interpretations of the past, communicates an understanding of the past by describing historical events and issues in appropriate oral, written, visual and digital forms, using some historical terms and concepts
E	<ul style="list-style-type: none"> demonstrates elementary knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia demonstrates elementary knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia recounts some historical events in chronological order and identifies significant changes with guidance, locates information from sources to answer historical questions identifies some causes and effects of historical events, recognises different perspectives within historical accounts communicates an understanding of the past through very limited accounts of events and issues in oral, written, visual or digital forms, using simple historical terms and concepts



BERKELEY VALE CAMPUS HISTORY ASSESSMENT TASK

Due Date: Term 4 Week 3

Title: Yearly Online Examination		Teacher Name:	
Year: 9	Stage: 5	Task Number: 2	Weighting: 40%

Syllabus Outcomes:

HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia

HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia

HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process

HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia

HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past

HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Task Description:

The examination will be a combination of 30 different types of Google Form questions and 5 short answer response questions.

Time: 1 hour 15 minutes

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

- WWI
- WWII

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 9 HSIE Google Classroom, a pen, a calculator
- revise the content I have learnt about WWI and WWII
- 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 explanation and assessment of the historical forces and factors that shaped the modern world and Australia • extensive knowledge of the sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia • extensive explanation and analysis of the causes and effects of events and developments in the modern world and Australia • extensive identification and evaluation of the usefulness of sources in the historical inquiry process • sophisticated use of relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia • sophisticated explanation of different contexts, perspectives and interpretations of the modern world and Australia • extensive application of a range of relevant historical terms and concepts when communicating an understanding of the past • extensive selection and use of appropriate written, visual and digital forms to communicate effectively about the past for different audiences
B	<ul style="list-style-type: none"> • thorough explanation and assessment of the historical forces and factors that shaped the modern world and Australia • thorough knowledge of the sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia • thorough explanation and analysis of the causes and effects of events and developments in the modern world and Australia • thorough identification and evaluation of the usefulness of sources in the historical inquiry process • highly credible use of relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia • highly credible explanation of different contexts, perspectives and interpretations of the modern world and Australia • thorough application of a range of relevant historical terms and concepts when communicating an understanding of the past • thorough selection and use of appropriate written, visual and digital forms to communicate effectively about the past for different audiences
C	<ul style="list-style-type: none"> • sound explanation and assessment of the historical forces and factors that shaped the modern world and Australia • sound knowledge of the sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia • sound explanation and analysis of the causes and effects of events and developments in the modern world and Australia • sound identification and evaluation of the usefulness of sources in the historical inquiry process • credible use of relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia • credible explanation of different contexts, perspectives and interpretations of the modern world and Australia • sound application of a range of relevant historical terms and concepts when communicating an understanding of the past • sound selection and use of appropriate written, visual and digital forms to communicate effectively about the past for different audiences

D	<ul style="list-style-type: none"> • basic explanation and assessment of the historical forces and factors that shaped the modern world and Australia • basic knowledge of the sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia • some explanation and analysis of the causes and effects of events and developments in the modern world and Australia • basic identification and evaluation of the usefulness of sources in the historical inquiry process • credible use of relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia • some explanation of different contexts, perspectives and interpretations of the modern world and Australia • basic application of a range of relevant historical terms and concepts when communicating an understanding of the past • basic selection and use of appropriate written, visual and digital forms to communicate effectively about the past for different audiences
E	<ul style="list-style-type: none"> • elementary explanation and assessment of the historical forces and factors that shaped the modern world and Australia • elementary knowledge of the sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia • elementary explanation and analysis of the causes and effects of events and developments in the modern world and Australia • elementary identification and evaluation of the usefulness of sources in the historical inquiry process • little or no use of relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia • little or no explanation of different contexts, perspectives and interpretations of the modern world and Australia • elementary application of a range of relevant historical terms and concepts when communicating an understanding of the past • elementary selection and use of appropriate written, visual and digital forms to communicate effectively about the past for different audiences



BERKELEY VALE CAMPUS COMMERCE ASSESSMENT TASK

Due Date:
Part A: Term 3 Week 5
Part B: Term 4 Week 3

Title: Rich Skills Task		Teacher Name:	
Year: 9	Stage: 5	Task Number: 2	Weighting: 50%

Syllabus Outcomes:

COM5-1 applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts

COM5-2 analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts

COM5-4 analyses key factors affecting decisions

COM5-5 evaluates options for solving problems and issues

COM5-6 develops and implements plans designed to achieve goals

COM5-7 researches and assesses information using a variety of sources

COM5-8 explains information using a variety of forms

COM5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes

Task Description:

There are two parts to this task.

Part A: Demonstrate your ICT Skills:

Use a spreadsheet to chart an investment plan using the concept of compound interest based on the scenario that you are given

Part B: Use a spreadsheet to calculate and chart your progress through the duration of the Stock Market Game

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 9 Commerce Google Classroom
- learn to research Media, Case Law and Legislation
- draft response writing
- incorporate Statistics, Media, Case Law, Legislation and examples in my writing

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

MATHEMATICS





BERKELEY VALE CAMPUS MATHEMATICS ASSESSMENT TASK

Due Date: Term 3 Week 10

Title: Trigonometry		Teacher Name:	
Year: 9	Stage: 5.1/5.2/5.3	Task Number: 3	Weighting: 15%

Syllabus Outcomes:

MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression

MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings

Task Description:

This is a take home assessment task.

You are required to create a comic strip that involves a storyline using mathematical problems with trigonometry. Your final project can be hand-drawn or printed.

Requirements:

- a storyline with a title
- at least five frames in the strip
- three different trigonometric problems with correct solutions (at least one with finding an angle).
- animations drawn or printed and are colourful and creative
- neat and legible

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, pen, ruler, coloured pencils and calculator
- complete all classwork and homework
- have all completed work marked and analyse errors
- understand all terminology

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



BERKELEY VALE CAMPUS MATHEMATICS ASSESSMENT TASK

Due Date: Term 4 Week 3

Title: Trigonometry, Surface Area and Volume		Teacher Name:	
Year: 9	Stage: 5.1/5.2/5.3	Task Number: 4	Weighting: 30%

Syllabus Outcomes:

MA5.1-8MG calculates the areas of composite shapes, the surface area and volumes of rectangular and triangular prisms

MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression

MA5.2-11MG calculates the surface area and volume of right prisms, cylinders and related composite solids

MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders

MA5.2-13MG applies trigonometry to solve problems involving bearings

Task Description:

This will be a formal examination.

You will be required to demonstrate your ability to work with measurement problems.

You will need to solve 2-dimensional and 3-dimensional problems including:

- calculating area
- calculating surface area
- calculating volume
- manipulating formulae
- solving real world problems

You will need to solve right-angled triangle trigonometry problems including:

- calculating lengths of missing sides
- calculating missing angles
- problems involving bearings
- solving real world problems

Websites that can assist you include:

- MathsOnline
- Khan Academy

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

PDHPE

Includes:

Child Studies

PASS





BERKELEY VALE CAMPUS

CHILD STUDIES ASSESSMENT TASK

Due Date: Term 3 Week 3-10

Title: Virtual Baby		Teacher Name:	
Year: 9	Stage: 5	Task Number: 3	Weighting: 40%

Syllabus Outcomes:

CS5-6 describes a range of parenting practices for optimal growth and development

CS5-10 demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts

Task Description:

Students will need to complete two components for this task.

Part 1 Practical (25 marks)

Students will take home the virtual baby for a 24 hour period and care for the baby as if it were their own. The computer generated mark will be recorded at the end of this time.

Part 2 Theory (15 marks)

- Students are to keep a logbook for the time they spent caring for the baby outlining time of feeding, nappy changes and comforting, as well as where the baby has been in the 24 hour period.

The Log Book should include the following:

- name of baby
- date of issue – use this to generate a birth certificate
- recording of the times for feeding, nappy changing and comforting
- who cared for the baby
- recount of what the baby did that day – **minimum of two paragraphs.**
- discuss how you felt about caring for the baby – **minimum of one paragraph.**
- explain how the experience has impacted your perception of parenting a newborn – **minimum of two paragraphs.**
- pictures to further show your time with the baby

The report and recount will be due two weeks after students have the virtual baby.

Students will have the opportunity to select / nominate preferred days of the week to have the virtual baby to accommodate work and sporting commitments.

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:

- take care of the virtual baby for a 24 hour period
- record a logbook outlining my experiences for the 24 hour period I have the baby
- DISCUSS – recognise and name, list characteristics and give examples
- EXPLAIN – recognise and name, list characteristics, give examples and show cause and effect

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • shows outstanding care taking with the virtual baby over a 24 hour period • develops an extensively detailed logbook outlining the key caring required for the virtual baby including feed times, nappy changes, comforting and activities • extensively recounts the time spent with the virtual baby outlining where the baby has been in the 24 hour period and what occurred throughout the day • extensively discusses feelings and emotions, including linking specific examples from recount, about how they felt about caring for the baby • extensively explains, using examples from the time spent with baby, how the experience has impacted their perception of parenting a newborn. Cause and effect is shown • written report is 1 A4 page in length
B	<ul style="list-style-type: none"> • shows thorough care taking with the virtual baby over a 24 hour period • develops a thoroughly detailed logbook outlining the key caring required for the virtual baby including most feed times, nappy changes, comforting and activities • thoroughly recounts the time spent with the virtual baby outlining where the baby has been in the 24 hour period and what occurred throughout the day • thoroughly discusses feelings and emotions, including linking specific examples from recount, about how they felt about caring for the baby • thoroughly explains, using examples from the time spent with baby, how the experience has impacted their perception of parenting a newborn. • written report is 1 A4 page in length
C	<ul style="list-style-type: none"> • shows sound care taking with the virtual baby over a 24 hour period • develops a sound logbook outlining the key caring required for the virtual baby including some feed times, nappy changes, comforting and activities • sound recount of the time spent with the virtual baby outlining where the baby has been in the 24 hour period and what occurred throughout the day • sound discussion of feelings and emotions, including linking specific examples from recount, about how they felt about caring for the baby • sound explanation, using examples from the time spent with baby, of how the experience has impacted their perception of parenting a newborn. • written report is ½ A4 page in length
D	<ul style="list-style-type: none"> • shows basic care taking with the virtual baby over a 24 hour period • develops a basic logbook outlining the key caring required for the virtual baby including some but not all feed times, nappy changes, comforting and activities • basic recount of the time spent with the virtual baby outlining where the baby has been in the 24 hour period • basic outline about how they felt about caring for the baby • basic explanation of how the experience has impacted their perception of parenting a newborn. • written report is ½ A4 page or less in length
E	<ul style="list-style-type: none"> • shows very limited care with the virtual baby over a 24 hour period • fails to develop or develops a very limited log book outlining the key caring required for the virtual baby including feed times, nappy changes, comforting and activities • fails to develop or develops a very limited recount of the time spent with the virtual baby outlining where the baby has been in the 24 hour period • fails to develop or develops a very limited outline about how they felt about caring for the baby • fails to develop or develops a very limited response of how the experience has impacted their perception of parenting a newborn. • written report is ½ A4 page or less in length



BERKELEY VALE CAMPUS PASS ASSESSMENT TASK

Due Date: Term 3 Week 9

Title: Sports Injuries		Teacher Name:	
Year: 9	Stage: 5	Task Number: 3	Weighting: 25%

Syllabus Outcomes:

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

PASS5-8 displays management and planning skills to achieve personal and group goals

Task Description:

Students will need to complete two components for this task:

Part 1 Case Study

Students are provided with a sports injury scenario and will be required write a report based on the:

- assessment of the injury
- management of the injury
- requirements of when an athlete can return to play
- ways to prevent the injury reoccurring

Submission of Part A will be required by Thursday 10.00pm Week 9 Term 3, via Google Classroom.

Case Study

Lucy is a female, 16 years of age, who plays netball with the state under 17s netball team. She sprained her left ankle after landing on an opponent's foot. Her foot rolled outwards and it is slightly painful. She heard a pop when it occurred but thinks she might be able to continue playing. As you assess the injury it starts to swell and it is harder for Lucy to move her foot. Upon further examination it raises the possibility of a fracture, but the X-ray is negative. She is diagnosed with a severe lateral ligament sprain.

Students can add more detail to the scenario to assist with writing the report such as:

- how would you assess Lucy's injury?
- how would you manage Lucy's injury?
- how would you assess if Lucy is ready to return to play?
- how would you prevent Lucy's injury reoccurring?

Part 2 Strapping an ankle

Students will demonstrate their understanding of sports injuries management through strapping a peer's ankle.

Students will need to explain and perform the process of strapping an ankle in the correct order.

Students will need to perform the following techniques correctly:

- Anchor
- Stirrups
- Figure 6
- Half 8
- Heel Lock

Students will complete Part B in class on Thursday Week 9.

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 relevant terminology in my report
- research correct methods of injury management
- use the correct technique for my strapping

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • demonstrates extensive knowledge and understanding of how to assess a sports injury • extensively reports the management steps needed to be completed for the injury immediately after an assessment, how to return the athlete to physical activity and how to prevent the injury reoccurring • uses correct and appropriate terminology throughout the report • uses the correct technique and order when applying the anchors, stirrups, figure 6's, figure 8's and heel locks to an injured ankle • strapping has no wrinkles on the tape • strapping is overlapped by half width of previous layer
B	<ul style="list-style-type: none"> • demonstrates thorough knowledge and understanding of how to assess a sports injury • thoroughly reports the management steps needed to be completed for the injury immediately after an assessment, how to return the athlete to physical activity and how to prevent the injury reoccurring • uses mostly the correct and appropriate terminology throughout the report • uses the correct technique or order when applying the anchors, stirrups, figure 6's, figure 8's and heel locks to an injured ankle • strapping has minimal wrinkles on the tape • strapping is overlapped by over or under half width of previous layer
C	<ul style="list-style-type: none"> • demonstrates satisfactory knowledge and understanding of how to assess a sports injury • reports satisfactory detail in the management steps needed to be completed for the injury immediately as it happens, how to return the athlete to physical activity and how to prevent the injury reoccurring • uses some of the correct and appropriate terminology throughout the report • uses either the correct technique or order when applying the anchors, stirrups and figure 6's in the incorrect order • strapping has multiple wrinkles on the tape • strapping has minimal overlapping over the previous layer
D	<ul style="list-style-type: none"> • demonstrates limited knowledge and understanding of how to assess a sports injury • reports limited detail in the management steps needed to be completed for the injury immediately as it happens, how to return the athlete to physical activity and how to prevent the injury reoccurring • uses minimal terminology throughout the report • uses one of the anchors, stirrups, or figure 6s while strapping the ankle • strapping has multiple wrinkles on the different areas of tape • strapping has no or little overlapping over the previous layer
E	<ul style="list-style-type: none"> • demonstrates very limited knowledge and understanding of how to assess a sports injury • includes no detail in the management steps needed to be completed for the injury immediately as it happens, how to return the athlete to physical activity and how to prevent the injury reoccurring • uses no terminology throughout the report • uses no technique while strapping the ankle • strapping has wrinkles on all parts of the tape • strapping has no overlapping over the previous layer



BERKELEY VALE CAMPUS PASS ASSESSMENT TASK

Due Date: Term 3 Week 10

Title: Ultimate Frisbee		Teacher Name:	
Year: 9	Stage: 5	Task Number: 4	Weighting: 25%

Syllabus Outcomes:

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

PASS5-9 performs movement skills with increasing proficiency

Task Description:

This task will require you to participate in the Ultimate Frisbee Unit to the best of your ability.

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

Offensive Skills (5 Marks)

- finds, utilises and creates space
- catches the frisbee utilising different techniques
- progresses the frisbee using a variety of throws

Defensive Skills (5 Marks)

- operates effectively to shut down opposition
- can read play and force opposition error
- regularly intercepts the opposition

Game Awareness Skills (5 Marks)

- consistently involved and enthusiastic
- can design and utilise tactics to improve team performance
- displays excellent knowledge of the game

Safety and Teamwork (5 Marks)

- performs and demonstrates safe movements throughout the skill
- always positive and encourages teammates
- works collaboratively with others to enhance participation, enjoyment and performance

Peer Evaluation (5 Marks)

- students will be assessed on their ability to evaluate the characteristics of participation and quality performance in physical activity and sport using a Peer Evaluation Sheet (PES) scaffold.

Websites that can assist you include:

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

Assessment Task Support Information:

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

To do well in this assessment task I must:

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

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

E	<ul style="list-style-type: none">• throws with very limited accuracy and power and receives some passes successfully when not under pressure. Maintains possession in simple and predictable situations and can sometimes progress the ball in small stages down the court or field. Takes no advantage of the available space and cannot create or utilise space effectively. Has very limited involvement in the activity• positioning provides very limited opposition and offensive opportunities. Rarely intercepts or dispossesses opposition player. Makes no contact with the attack. Displays an elementary ability to anticipate opposition and adapt to transitional phases in the game• very limited involvement in game and rarely communicates or provides positive support and encouragement for team members. Very limited knowledge and application of strategies, tactics and rules• follows the basic safety procedures set out by the teacher most of the time• Needs support evaluating the characteristics of participation and quality performance in physical activity and sport
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BERKELEY VALE CAMPUS PDHPE ASSESSMENT TASK

Due Date: Term 3 Week 10

Title: Respectful Relationships		Teacher Name:	
Year: 9	Stage: 5	Task Number: 3	Weighting: 25%

Syllabus Outcomes:

PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships

PD5-9 assesses and applies self-management skills to effectively manage complex situations

Task Description: Inclusivity Infographic

Students create an infographic that identifies, describes and graphically illustrates local and/or national community cultural diversity celebrations.

Students pick one of the following:

- Harmony Week
- NAIDOC Week
- Sydney Gay and Lesbian Mardi Gras
- International Day of Tolerance
- Chinese New Year Celebrations

Students need to research their chosen celebration and complete the following:

- identify and describe their chosen celebration including date and aim of celebration
- describe how the event operates and looks, including specific gatherings happening at a local or national level
- outline and describe the history and influences on this celebration being created
- analyse how the celebration improves cultural inclusivity
- justify (give a personal opinion) on how well you believe this celebration improves cultural inclusivity

Students need to present their work as an infographic. An infographic is a collection of images, charts, and minimal text that gives an easy-to-understand overview of a topic. It should be 1 A4 page and use striking, engaging visuals to communicate information quickly and clearly. Students may complete the infographic using digital resources or on paper and submit their completed infographic via Google Classroom. Students will be given 1 period in class to work on their infographic. Students are able to utilise the scaffolds given by teachers.

Websites that can assist include:

- https://www.canva.com/en_au/
- <https://www.naidoc.org.au/>
- <https://www.mardigras.org.au/>
- <https://www.un.org/en/observances/tolerance-day>
- <https://www.chinahighlights.com/travelguide/special-report/chinese-new-year/>

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:

- demonstrate extensive research skills
- demonstrate an understanding of the factors that influence inclusivity, equality and respect in relationships
- outline positives and negatives that are influencing my chosen celebration on its mission to improve cultural inclusivity

Grade	Marking Criteria
A	<ul style="list-style-type: none"> identifies and extensively describes the chosen cultural celebration outlines in detail how the event operates, including pictures of local or national events gives specific evidence of the historical events that have led to the celebration's creation extensive analysis of the impact that the celebration has in improving cultural inclusivity. Lists several examples with specific evidence provides a detailed personal judgement on the success of the celebration in improving cultural inclusivity using examples to back up their point of view infographic (1 A4 page) is eye catching and engaging to the audience. The graphical imagery enhances understanding significantly
B	<ul style="list-style-type: none"> identifies and describes the chosen cultural celebration outlines how the event operates, including pictures of local or national events gives evidence of the historical events that have led to the celebration's creation analyses of the impact that the celebration has in improving cultural inclusivity. Lists some examples provides a detailed personal judgement on the success of the celebration in improving cultural inclusivity infographic (1 A4 page) is engaging to the audience. The graphical imagery enhances understanding 1 A4 page in length
C	<ul style="list-style-type: none"> identifies and attempts description the chosen cultural celebration sound outline of how the event operates gives some explanation of the celebration's creation analyses of the impact that the celebration has in improving cultural inclusivity provides a sound personal judgement on the success of the celebration in improving cultural inclusivity infographic (exceeding 1 A4 page) shows consideration of engaging the audience. Appropriate graphical imagery has been used
D	<ul style="list-style-type: none"> identifies and attempts description the chosen cultural celebration basic outline of how the event operates gives a basic explanation of the celebration's creation makes comment of the impact that the celebration has in improving cultural inclusivity provides a basic personal judgement on the success of the celebration in improving cultural inclusivity infographic (exceeding 1 A4 page) shows little consideration of engaging the audience. Some graphical imagery has been used
E	<ul style="list-style-type: none"> identifies chosen cultural celebration very limited or no outline of how the event operates gives very limited or no explanation of the celebration's creation makes very limited or no comments of the impact that the celebration has in improving cultural inclusivity provides very limited or no personal judgement on the success of the celebration in improving cultural inclusivity delivery of information through the infographic is largely ineffective



BERKELEY VALE CAMPUS PDHPE ASSESSMENT TASK

Due Date: Term 3 Week 10

Title: Bush Dance		Teacher Name:	
Year: 9	Stage: 5	Task Number: 4	Weighting: 25%

Syllabus Outcomes:

PD5-5 appraises and justifies choices of actions when solving complex movement challenges

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

Task Description:

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

Participation and Performance (20 Marks)

Students will be required to:

- perform Queensland Back Step and Strip the Willow and will be marked on their diligence, sustained effort, correct technique and knowledge of dance steps
- participate fully each lesson and will be given an overall participation mark at the end of the unit

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

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

Dance Etiquette (5 Marks)

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

Websites that can assist you include:

- <http://thebushwackers.com.au/bush-dancing/>
- <http://www.australian-heritage-dance.com/index-list.html>
- <http://www.australian-heritage-dance.com/dances/strip-willow.html>

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)
- participate in all lessons
- behave appropriately demonstrating correct dance etiquette
- demonstrate my knowledge and coordination of steps

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • always displays style, accuracy and advanced technique in the performance of selected dances • encourages cohesiveness within group and selects and applies effective communication skills • 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"> • consistently displays cooperation and communicates effectively in a variety of different situations • consistently displays rhythmic sense in performance of dance movements • performs a range of movement skills with confidence • usually displays proficient dance etiquette • participates to the best of their ability
C	<ul style="list-style-type: none"> • displays cooperation and satisfactory communication skills in most situations • displays satisfactory rhythmic sense in performance of dance movements • performs a range of movements with satisfactory skills with confidence • displays satisfactory dance etiquette • generally participates to the best of their ability
D	<ul style="list-style-type: none"> • displays basic cooperation and some communication skills in some situations • displays basic rhythmic sense in dance activities • demonstrates basic stance when performing selected dances • displays foundational dance etiquette • sometimes participates with diligence and sustained effort
E	<ul style="list-style-type: none"> • displays very limited cooperation and has elementary communication skills • inability to demonstrate basic stance when performing selected dances • displays lack of understanding of steps used when performing selected dances • displays very limited dance etiquette displayed • rarely participates to the best of their ability

SCIENCE

Includes:

Marine Studies





BERKELEY VALE CAMPUS SCIENCE ASSESSMENT TASK

Due Date: Term 3 Week 6

Title: Light Practical Task		Teacher Name:	
Year: 9	Stage: 5	Task Number: 3	Weighting: 25%

Syllabus Outcomes:

SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively

SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solution to identified problems

SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion

SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems

Task Description:

Students will need to complete two components for this task:

Part 1 Practical Investigation

This task requires you to independently perform a practical investigation. You will be asked to use a light ray box to trace the path of light rays as they reflect off mirrors and refract through lenses.

Part 2 Critical Thinking

This section requires you to answer several critical thinking questions about the reflection and refraction of light.

Websites that can assist you include:

- General Properties of Waves: Ray diagrams:
<http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/waves/generalwavesrev7.shtml>

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"> • student applies extensive scientific understanding and skills to complete practical task and accurately draw light ray diagrams • student demonstrates extensive understanding of the laws that relate to reflection and refraction
B	<ul style="list-style-type: none"> • student applies thorough scientific understanding and skills to complete practical task and accurately draw light ray diagrams • student demonstrates thorough understanding of the laws that relate to reflection and refraction
C	<ul style="list-style-type: none"> • student applies sound scientific understanding and skills to complete practical task and accurately draw light ray diagrams • student demonstrates a sound understanding of the laws that relate to reflection and refraction
D	<ul style="list-style-type: none"> • student applies basic scientific understanding and skills to complete practical task and draw basic light ray diagrams • student demonstrates basic understanding of the laws that relate to reflection and refraction
E	<ul style="list-style-type: none"> • student applies elementary scientific understanding and skills to complete practical task and attempts to draw light ray diagrams • student demonstrates elementary understanding of the laws that relate to reflection and refraction



BERKELEY VALE CAMPUS SCIENCE ASSESSMENT TASK

Due Date: Term 4 Week 3

Title: Yearly Examination		Teacher Name:	
Year: 9	Stage: 5	Task Number: 4	Weighting: 25%

Syllabus Outcomes:

SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion

SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems

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

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

SC5-14LW analyses interactions between components and processes within biological systems

SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society

Task Description:

This is an in-class examination which will examine the following topics from Year 9 Science:

- Sense and Control
- Electricity
- Energy
- Dynamic Earth

Examination Structure

- Section 1: multiple choice
- Section 2: short response
- Section 3: extended 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, 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"> • an extensive knowledge and understanding of the content and can readily apply this knowledge • 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"> • a thorough knowledge and understanding of the content and can readily apply this knowledge • achieved a high level of competence in the processes and skills and can apply these skills to new situations
C	<ul style="list-style-type: none"> • a sound knowledge and understanding of the main areas of content • achieved an adequate level of competence in the processes and skills
D	<ul style="list-style-type: none"> • a basic knowledge and understanding of the content • achieved a limited level of competence in the processes and skills
E	<ul style="list-style-type: none"> • an elementary knowledge and understanding in few areas of the content • achieved very limited competence in some of the processes and skills



**BERKELEY VALE CAMPUS
MARINE STUDIES
ASSESSMENT TASK**

Due Date: Term 3 Week 1

Title: Aquarium Design Report		Teacher Name:	
Year: 9	Stage: 5	Task Number: 2	Weighting: 35%

Syllabus Outcomes:

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

MAR5-11 identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits

Task Description:

This is an individual research task and is composed of 2 sections.

Section 1: Construction of an aquarium

You will be required to submit a written report using correct terminology which will need to include the following details about the construction of your aquarium:

- a list of materials used in the construction of your aquarium. Including relevant personal protective equipment (PPE).
- an outline of the steps you followed to construct your aquarium.
- diagrams to illustrate the construction of your aquarium.
- a labeled diagram showing your completed aquarium including sizes and overall volume.

Section 2: Setting up and maintain an aquarium

Your report will also need to include the answers to the following questions:

- what preparations need to be made to get a tank ready for marine organisms? In your answer describe factors relating to pH, ammonia, nitrates and nitrites.
- choose one species that could be kept in the aquarium. Identify the specific conditions such as temperature pH and feeding regime that would be needed for survival of that species.
- construct a table that identifies four diseases marine organisms in an aquarium may be susceptible to and outline the symptoms and the treatment required. In your table you must include one parasitic, viral, bacterial and fungal disease.

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



**BERKELEY VALE CAMPUS
MARINE STUDIES
ASSESSMENT TASK**

Due Date: Term 3 Week 10

Title: Research Presentation		Teacher Name:	
Year: 9	Stage: 5	Task Number: 3	Weighting: 30%

Syllabus Outcomes:

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

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

Task Description:

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

Section 1: Biology of a Shark

- ☐ parts of the shark
- ☐ the jaws
- ☐ teeth and diet
- ☐ growth rate
- ☐ reproduction and breeding cycles
- ☐ senses

Section 2: Shark Behaviour

- ☐ habitat and Distribution (Map)
- ☐ friends and Enemies
- ☐ shark Attacks (Map)
- ☐ prevention Methods in Australia-netting, drones, smart drums, surfer shark guard.
- ☐ commercial use of the shark-shark fin soup

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
- use appropriate terminology
- avoid plagiarism and provide appropriately detailed references for sources

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

TAS

Includes:

Food Technology

Industrial Technology Building and Construction

Industrial Technology Metal

Industrial Technology Timber





**BERKELEY VALE CAMPUS
FOOD TECHNOLOGY
ASSESSMENT TASK**

Due Date: Term 3 Week 7

Title: Multicultural Festival		Teacher Name:	
Year: 9	Stage: 5	Task Number: 3	Weighting: 25%

Syllabus Outcomes:

FT5-1 demonstrate hygienic handling of food to ensure a safe and appealing product

FT5-7 justifies food choices by analysing the factors that influence eating habits

FT5-13 evaluates the impact of activities related to food on the individual, society and the environment

Task Description:

Students will need to complete two components for this task:

Part 1 Theoretical

Create a PowerPoint Presentation and Recipe Card outlining the impact of one cultural group (that has migrated to Australia) on Australia's food industry. Use the scaffold provided.

Part 2 Practical

Choose and create a traditional dish from your researched cultural group.

Notes:

- the practical component can be completed in pairs in class
- theoretical is to be done individually and the PowerPoint Presentation is due to be submitted to the teacher on the due date
- individualised written feedback from class teacher and anonymous work samples demonstrating a range of grades
- students may order 3 ingredients from the school
- the budget for each order is \$5. The order sheet must be submitted by Wednesday of Week 4
- all other ingredients must be brought in by the student and their partner

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 instructions
- submit my order within the budget and on time
- bring in the remaining ingredients required for recipe

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • demonstrates extensive knowledge of a culture and associated traditional foods/dishes • demonstrates extensive knowledge of how the cultural has influence consumption, food preparation techniques and how food is consumed in Australia • demonstrates excellent food preparation and hygiene skills and presents their meal to an excellent standard within the time constraints of the lesson • brings all required ingredients and equipment to the practical lesson
B	<ul style="list-style-type: none"> • demonstrates thorough knowledge of a culture and associated traditional foods/dishes • demonstrates thorough knowledge of how the cultural has influence consumption, food preparation techniques and how food is consumed in Australia • demonstrates proficient food preparation and hygiene skills and presents their meal to a high standard within the time constraints of the lesson • brings all required ingredients and equipment to the practical lesson
C	<ul style="list-style-type: none"> • demonstrates sound knowledge of a culture and associated traditional foods/dishes • demonstrates sound knowledge of how the cultural has influence consumption, food preparation techniques and how food is consumed in Australia • demonstrates sound food preparation and hygiene skills and presents their meal to a sound standard within the time constraints of the lesson • brings most of the required ingredients and equipment to the practical lesson
D	<ul style="list-style-type: none"> • demonstrates basic knowledge of a culture and associated traditional foods/dishes • demonstrates basic knowledge of how the cultural has influence consumption, food preparation techniques and how food is consumed in Australia • demonstrates basic food preparation and hygiene skills and presents their meal to a basic standard • brings some of the required ingredients and equipment to the practical lesson
E	<ul style="list-style-type: none"> • demonstrates very limited knowledge of a culture and associated traditional foods/dishes • demonstrates very limited knowledge of how the cultural has influence consumption, food preparation techniques and how food is consumed in Australia • demonstrates elementary food preparation and hygiene skills and presents their meal to an elementary standard within the time constraints of the lesson • brings minimal required ingredients and equipment to the practical lesson



**BERKELEY VALE CAMPUS
FOOD TECHNOLOGY
ASSESSMENT TASK**

Due Date: Term 4 Week 3

Title: Examination		Teacher Name:	
Year: 9	Stage: 5	Task Number: 4	Weighting: 30%

Syllabus Outcomes:

FT5-3 describes the physical and chemical properties of a variety of foods

FT5-12 examines the relationship between food, technology and society

Task Description:

This exam will consist of two parts:

Part 1 Multiple choice containing 10 questions.

Part 2 Multiple choice containing 15 questions.

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: laptop or computer (google chrome), revision sheets
- answer all sections
- use appropriate terminology

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • demonstrate extensive knowledge by describing the physical and chemical properties of a variety of foods • demonstrate extensive knowledge by examining the relationship between food, technology and society
B	<ul style="list-style-type: none"> • demonstrate thorough knowledge by describing the physical and chemical properties of a variety of foods • demonstrate a thorough knowledge by examining the relationship between food, technology and society
C	<ul style="list-style-type: none"> • demonstrate satisfactory knowledge by describing the physical and chemical properties of a variety of foods • demonstrate a satisfactory knowledge by examining the relationship between food, technology and society
D	<ul style="list-style-type: none"> • demonstrate basic knowledge of the physical and chemical properties of a variety of foods • demonstrate a basic understanding of relationship between food, technology and society
E	<ul style="list-style-type: none"> • demonstrate very limited understanding of the physical and chemical properties of a variety of foods • demonstrate a very limited understanding of the relationship between food, technology and society



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

Due Date: Term 4 Week 1

Title: Tool Box and Design Folio		Teacher Name:	
Year: 9	Stage: 5	Task Number: 3	Weighting: 50%

Syllabus Outcomes:

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

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

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

Task Description:

Students will be required to construct a Tool Box from a variety of suitable materials. Whilst undertaking the project students will be required to develop a Design Folio using their student folders, including the following:

- a design brief
- production log
- original technical drawing
- technical drawing with modifications
- cutting list of modified project
- self evaluation of project
- peer evaluation

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
- follow all procedures introduced in line with Workplace Health and Safety
- use appropriate terminology and standards introduced

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • displays advanced technical skills in identifying and using appropriate materials and hand tools to produce practical projects of excellent quality • independently and consistently demonstrates safe work practices and procedures when constructing practical project • develops an extensive design portfolio to justify the techniques and processes involved when applying design principles and modification techniques • applies an extensive range of communication techniques to self-evaluate and peer evaluate practical projects
B	<ul style="list-style-type: none"> • consistently displays technical skills in identifying and using appropriate materials and hand tools to produce a high-quality practical project • independently demonstrates safe work practices and procedures when constructing practical project • develops a detailed design portfolio to justify the techniques and processes involved when applying design principles and modification techniques • applies a range of communication techniques to self-evaluate and peer evaluate practical projects
C	<ul style="list-style-type: none"> • displays sound technical skills in identifying and using appropriate materials and hand tools to produce a practical project • usually demonstrates safe work practices and procedures when constructing practical project • develops a sound design portfolio identifying the techniques and processes involved when applying design principles and modification techniques • applies some communication techniques when evaluating individual project and a peer project
D	<ul style="list-style-type: none"> • applies basic technical skills when using hand tools to produce a practical project • inconsistently applies safe work practices and procedures when constructing practical project • completes some elements the design portfolio using a provided scaffold • applies minimal evaluating techniques to evaluate personal skills
E	<ul style="list-style-type: none"> • with assistance applies very limited technical skills when using hand tools to produce a practical project • inconsistently demonstrates safe work practices and procedures in the practical workshop • little to no elements of scaffolded design portfolio completed • demonstrates little to no evaluating techniques



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

Due Date: Term 3 Week 10

Title: Garden Shovel and Quiz		Teacher Name:	
Year: 9	Stage: 5	Task Number: 3	Weighting: 40%

Syllabus Outcomes:

IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.

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

Task Description:

You will need to complete two components for this task. You will design and construct a garden shovel from mild steel bar and galvanized sheet metal using the working drawings provided. Your handle needs to incorporate a bend and the project must be completed with a high level of finishing. Towards the end of the unit you will also be required to complete a multiple choice and short answer quiz on our Google Classroom.

Part 1 Practical

You are required to construct a mild steel/galvanized sheet metal garden shovel using the working drawing provided and accurately measure and prepare each component using a cutting list. To do this you must complete a template from cardboard to be used for the initial mark up.

Part 2 Theoretical

You will be required to: prepare a folio of production, including a contents page, statement of intent, current product evaluation and materials research.

Complete a Google Form based on renewable and non renewable resources and the recycling of metals in Australia.

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 aware of the tools and procedures utilised inside the metal workshops
- complete the theoretical tasks including a high level of detail
- complete the practical task safely and accurately

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • demonstrates quality craftsmanship in the production of a mild/galvanized sheet metal folding shovel that is of outstanding quality • identifies and implements all of the correct joints • displays an outstanding finish on the project • Google Form Quiz is fully completed achieving a very high level of competency
B	<ul style="list-style-type: none"> • demonstrates thorough craftsmanship in the production of a mild/galvanized sheet metal folding shovel that is of high quality • identifies and implements most of the correct joints • displays a good finish on the project • Google Form Quiz is fully completed with high level of competency
C	<ul style="list-style-type: none"> • demonstrates sound craftsmanship in the production of a mild/galvanized sheet metal folding shovel that is of satisfactory quality • identifies and implements some of the correct joints • displays a sound finish on the project • most parts of the Google Form Quiz are completed to an adequate standard
D	<ul style="list-style-type: none"> • demonstrates limited craftsmanship in the production of a mild/galvanized sheet metal folding shovel that is of basic quality • identifies and implements a limited number of the correct joints • displays limited finish on the project • some parts of the Google Form Quiz are completed with a limited level of competence
E	<ul style="list-style-type: none"> • demonstrates elementary craftsmanship in the production of a mild/galvanized sheet metal folding shovel that is of elementary quality • identifies and implements none of the correct joints • displays an elementary finish on the project • little or no effort made towards the completion of Google Form Quiz



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

Due Date: Term 3 Week 10

Title: Hidden Joints		Teacher Name:	
Year: 9	Stage: 5	Task Number: 3	Weighting: 25%

Syllabus Outcomes:

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

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

Task Description:

In this task you are to design and construct a cheval mirror as per the supplied design. The project is divided into 3 modules that are completed separately and then combined as a final assembly.

- Carcass and drawer.
- Pine mirror frame.
- Shaped mirror posts.

You will be required to:

- design and construct the carcass and drawer
- complete a folio detailing the work undertaken to produce the project
- complete the template within the folio to produce a scaled orthographic drawing of your carcass
- complete the template within the folio to produce a cutting list for your carcass
- complete OnGuard Training - Plate Joiner
- identify parts of a Biscuit/Plate joiner
- produce a cutting list for your drawer/drawers from your orthographic drawing
- produce at least 3 prototypes of turned posts
- evaluate and create a final design in readiness for turning
- use hand tools and power tools in a safe and productive manner to produce all parts of your Cheval Mirror carcass and drawer
- assemble your project using the correct procedures
- create a spreadsheet to calculate the costs of the project
- complete a Gantt chart documenting the progress of the project

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 all components of task
- follow all procedures introduced especially those in line with workplace health and safety
- use appropriate terminology and standards introduced

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • independently and consistently applies skills and follows all correct procedures in the development and production of new projects • displays advanced technical skills in using appropriate hand tools when using the wood lathe to produce practical projects of excellent quality • independently assesses and manages risks and consistently applies safe work practices when using power tools such as a router • demonstrates extensive knowledge and understanding of the profiles and use of router bits
B	<ul style="list-style-type: none"> • consistently applies skills and follows most correct procedures in the development and production of new projects • displays high-level technical skills in using appropriate hand tools when using the wood lathe to produce high quality practical projects • assesses and manages risks and applies safe work practices when using power tools such as a router • demonstrates thorough knowledge and understanding of the profiles and use of router bits
C	<ul style="list-style-type: none"> • applies skills and follows correct procedures in the development and production or modification of projects • displays technical skills in identifying and using appropriate materials and hand tools on the wood lathe to produce practical projects of sound quality • identifies and manages most risks and applies safe work practices when using power tools such as a router • demonstrates sound knowledge and understanding of the profiles and use of router bits
D	<ul style="list-style-type: none"> • applies basic skills and follows some correct procedures in the development and production or modification of projects • displays basic technical skills in using appropriate materials and hand tools when using the wood lathe to produce practical projects • identifies and manages some risks and applies some safe work practices when using power tools such as a router • demonstrates basic knowledge and understanding of the profiles and use of router bits
E	<ul style="list-style-type: none"> • with assistance, applies elementary skills and follows some correct procedures in the production or modification of projects • with guidance, displays very limited technical skills in using appropriate materials and hand and machine tools on a wood lathe to produce practical projects • with assistance, identifies and manages some risks and with guidance applies safe work practices when using power tools such as a router • demonstrates elementary knowledge and understanding of the profiles and use of router bits



BERKELEY VALE CAMPUS
TUGGERAH LAKES
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