



## YEAR 10 ASSESSMENT POLICY

### INTRODUCTION

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

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

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

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

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

- An essential and integrated part of teaching and learning
- Reflecting a belief that all students can improve
- Involving the setting of learning goals with students
- Helping students know and recognise the standards to which they are aiming
- Involving students in self and peer assessment
- Providing feedback that helps students understand the next steps in learning and planning how to achieve these goals;
- Involving teachers, students and parents in reflecting on assessment data.

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

- Relevant
- Appropriate to stage level
- Fair
- Accurate in providing an insight into student skills
- Able to provide useful information to direct teaching and learning
- Able to be integrated into the teaching and learning cycle
- Able to draw on a wide range of evidence
- Be manageable for students and teacher



## Record of School Achievement (RoSA)

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

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

### MINIMUM REQUIREMENTS FOR THE YEAR 10 RoSA

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

- a) Satisfactory completion of Syllabus Years 7 to 10 in:
  - English
  - Mathematics
  - Science
  - History, Geography and Civics
  - Personal Development, Health and Physical Education
- b) Student must have met NESA's Syllabus requirements (studies in Years 7 to 10) for:
  - Language other than English
  - Visual Arts
  - Music
  - Design and Technology

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

### WARNING

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

### ATTENDANCE REQUIREMENTS

Students must complete the campus attendance requirements until the end of the Year 10 school year. Students are not permitted to leave school prior to the end of Year 10 unless they are entering an alternative educational pathway (e.g. apprenticeship or traineeship).

## **SATISFACTORY COMPLETION OF A COURSE**

Course completion criteria:

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

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

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

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

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

If a student's attendance falls below 85% of the school's programmed lesson time for a course, the Principal may determine that, as a result of absence, the above course completion criteria may not be met. Clearly, absences will be regarded seriously by the Principal, who will give students early warning of the consequences of absences.

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

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

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

## **SCHOOL BASED ASSESSMENT**

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

## PERFORMANCE DESCRIPTORS

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

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

## GENERAL PERFORMANCE DESCRIPTORS

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

GRADE	GENERAL PERFORMANCE DESCRIPTORS
A Outstanding	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B High	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C Sound	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D Basic	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E Limited	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.
N Determination	Where 'N' appears in place of an A to E grade, the student has failed to meet one or more of the following requirements: a) followed the course developed by the Board of Studies b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school c) achieve some or all of the course outcomes.

## ADVISE TO YEAR 10 PARENTS AND STUDENTS REGARDING ASSESSMENT TASKS

### The follow advice is given regarding ALL assessment tasks:

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

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

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

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

the work attempted e.g. back up disk / draft printout / hand written notes.

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

## **CAMPUS RESPONSIBILITIES**

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

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

## **COURSE ASSESSMENT TASKS**

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

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

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

## **COURSE ASSESSMENT SCHEDULE**

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

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

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

## **FACULTY RESPONSIBILITIES**

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

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



## RESPONSIBILITIES OF YEAR 10 STUDENTS

### Students in Year 10 are responsible for:

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

## RoSA EXAMPLES

**RECORD OF SCHOOL ACHIEVEMENT**

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

**STAGE 5 COURSES**

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

(see reverse)

Student Number: 123456789

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

President

**RECORD OF SCHOOL ACHIEVEMENT**

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

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

**Board Developed Courses**

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

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Student Number: 230290553

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

President

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

Faculty / Week	1	2	3	4	5	6	7	8	9	10	11
<b>CAPA</b> (Includes Music, Photography and Visual Arts)							Photo		Visual Art		
<b>ENGLISH</b> (includes Drama)								✓			
<b>HSIE</b>									✓		✓
<b>MATHEMATICS</b>											
<b>PDHPE</b> (Includes Child Studies, Marine Studies and PASS)						PASS	PDHPE		Marine	Child Studies	PDHPE
<b>SCIENCE</b>						✓					
<b>TAS</b> (Includes IT Building, Food Technology, IT Metal, Textiles and IT Timber)							Food Tec		Ag Building		

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

Faculty / Week	1	2	3	4	5	6	7	8	9	10
<b>CAPA</b> (Music, Photography and Visual Arts)		Music Photo	Visual Art							
<b>ENGLISH</b> (Includes Drama)									✓	
<b>HSIE</b>	✓									
<b>MATHEMATICS</b>			✓							
<b>PDHPE</b> (Includes Child Studies, Marine Studies and PASS)					PASS					Child Studies Marine
<b>SCIENCE</b>						✓				
<b>TAS</b> (Includes IT Building, Food Technology, IT Metal, Textiles and IT Timber)						Ag		Food Tec	Building	

# CAPA

Includes:

Music

Photography

Visual Arts





**BERKELEY VALE CAMPUS**  
**PHOTOGRAPHY ASSESSMENT TASK**

**Due Date:** Term 1 Week 7

<b>Title:</b> Case Study		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 20%

**Syllabus Outcomes:**

**5.8** Uses their understanding of the function of and relationship between artist – artwork – world – audience in critical and historical interpretations of photographic and digital works.

**Task Description:**

**Research Tracey Moffatt, Digital Artist using the internet and other information gathered from textbooks:**

*Tracey Moffatt is an Australian photographic and digital media artist. As an Indigenous artist to Australia, much of her work concentrates on the Stolen Generation.*

**Follow the instructions and answer the questions on the next 2 pages (scaffold). Use this scaffold to answer questions for the photographic digital artist.**

Remember to use both art reference books and/or websites to find your information;

**Making sure the information is related to portrait photography.**

You must Include:

1. **BIOGRAPHY:** Include when the photographer was born, died (if no longer alive), places where photographer studied, worked, lifestyle and any other interesting facts.
2. **BODY OF WORK:** subject matter (Portrait Photography), genre, style etc.
3. **INFLUENCES:** On the photographer, their influences on other artists/photographers, style and movements.
4. **HOW? Techniques:** How were the works were created? What processes were used? Discuss changes of work over time (Look at light, composition, angles, perspectives etc.).
5. **WHY? Intentions:** Aims, purposes, reasons, choices of and for taking photographs.
6. **PHOTOGRAPHS:** Name, describe and analyse **TWO** works in detail **including an image of the work.**

**Assessment Task Support Information**

Journal, textbooks, pens, pencil, ruler, laptops and equipment provided by the CAPA department

Websites that can assist you include:

<https://www.artgallery.nsw.gov.au/collection/artists/moffatt-tracey/>

[http://www.roslynnoxley9.com.au/artists/26/Tracey\\_Moffatt/profile/](http://www.roslynnoxley9.com.au/artists/26/Tracey_Moffatt/profile/)

<https://www.mca.com.au/collection/artist/moffatt-tracey/>

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

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

- Answer all sections
- Use appropriate terminology
- Use TXXXC scaffold
- Ensure all work is presented to an excellent standard in your Photographic and Digital Media Journal including images that the artist (Photographer) has created.

Grade	Marking Criteria
<b>A</b>	<ul style="list-style-type: none"> <li>• <u>One</u> photographer has been researched to an extensive level</li> <li>• You have used a variety of sources and ensured you have answered all questions in a highly detailed manner</li> <li>• Responses to the photographer's work indicate a sophisticated understanding or the digital art's intent</li> <li>• <u>Two examples</u> of each digital artist's work have been included and labelled appropriately. Each work is analysed and interpreted to an excellent standard</li> <li>• All parts of the task have been answered in full sentences and show a deep understanding of the content</li> <li>• Work has been presented to an outstanding standard</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• <u>One</u> photographer has been researched thoroughly</li> <li>• You have used a variety of sources and ensured you have answered all questions in a detailed manner</li> <li>• Responses to the photographer's work indicate a thorough understanding or the digital art's intent</li> <li>• <u>Two examples</u> of each digital artist's work have been included and labelled appropriately. Each work is analysed and interpreted to a high standard</li> <li>• All parts of the task have been answered in full sentences and show a good understanding of the content.</li> <li>• Work has been presented to a high standard.</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>• <u>One</u> photographer has been researched to a sound level.</li> <li>• You have used a variety of sources and ensured you have answered all questions to a sound standard</li> <li>• Responses to the photographer's work indicate a sound understanding or the digital art's intent</li> <li>• <u>Two examples</u> of each digital artist's work have been included and labelled appropriately</li> <li>• Each work is analysed and interpreted to a sound standard</li> <li>• All parts of the task have been answered in full sentences and show a sound understanding of the content.</li> <li>• Work has been presented to a sound standard.</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>• Basic research of <u>one</u> photographer researched to a basic level. You have used a limited sources and answered questions with little detail</li> <li>• Responses to the photographer's work indicate a basic understanding or the digital art's intent</li> <li>• <u>One example</u> of each digital artist's work has been included and labelled appropriately</li> <li>• Each work is analysed and interpreted to a basic standard</li> <li>• Most parts of the task have been answered in full sentences and show a reasonable understanding of the content</li> <li>• Work has been presented to a basic standard</li> </ul>
<b>E</b>	<ul style="list-style-type: none"> <li>• Limited research on <u>one</u> photographer to an elementary level. You have used limited sources and not answered all questions. Information is not easy to understand</li> <li>• Responses to the photographer's work indicate an unsatisfactory understanding or the digital art's intent</li> <li>• <u>No example</u> of each digital artist's work has been included and labelled</li> <li>• Limited parts of the task have been answered in full sentences and show little understanding of the content</li> <li>• Work has been presented to a poor standard</li> </ul>



**BERKELEY VALE CAMPUS**  
**PHOTOGRAPHY ASSESSMENT TASK**

**Due Date:** Term 2 Week 2

<b>Title:</b> Digital Works		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 30%

**Syllabus Outcomes:**

**5.1** develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works.

**5.2** makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience.

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

**Task Description:**

**There are two parts to complete.**

**Part 1:** In the practical component of this unit, students will practice various techniques using Photoshop. The skills learnt during the class tutorials will be used to create a **Movie Poster or Fantasy Photomontage**.

- The Photoshopped image can include photographs taken by you the student and high resolution images from the internet.
- When you are happy with the end product, show your teacher for further refinement and suggestions to fine tune your work.
- Give your USB to your teacher in order to have work printed and then pasted in your journal. Name and class must be clearly labelled.
- Your task must be created in Adobe Photoshop in A3 format and 150 dpi resolution. This will be saved initially as a PSD (Photoshop File) then as a jpg in a folder labelled with your name and 2018 into your USB.

**Part 2: Photography and Digital Media Journal.** Students are expected to keep a Photography and Digital Media Journal. This is to be kept up date and all activities and assessment tasks are to be presented to the students' highest standards and appropriately sequenced. All handouts and experiments during the course are to be evident in your journal. Students will be expected to follow a checklist to ensure all work is completed.

**Assessment Task Support Information**

Journal, textbooks, pens, pencil, ruler, laptops. USB and memory card provided by the CAPA department

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

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

- Follow Photoshop tutorials and complete images to a high standard.
- Ensure all class work is completed and creatively presented my Journal.

Grade	Marking Criteria
<b>A</b>	<ul style="list-style-type: none"> <li>• Completes class exercises to an outstanding standard, following instructions, printing and labelling the pictures from each activity</li> <li>• Produced a sophisticated work utilising Photoshop which demonstrates an excellent understanding of the program as well as outstanding design skills</li> <li>• The work is highly creative and technical achievement is advanced</li> <li>• The Photoshop image has been formatted to an A3 size image with 150 ppi resolution</li> <li>• Work presented in the Photography and Digital Media Journal has been presented to an outstanding standard</li> <li>• All work is evident and displayed sequentially</li> <li>• Experiments and tasks are labelled with sophisticated and detailed explanations and analysis</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• Completes class exercises to a high standard, following instructions, printing and labelling the pictures from each activity</li> <li>• Produced a high quality work utilising Photoshop which demonstrates an excellent understanding of the program as well as outstanding design skills</li> <li>• The work is creative and technical achievement is of a good quality</li> <li>• The Photoshop image has been formatted to an A3 size image with 150 ppi resolution</li> <li>• Work presented in the Photography and Digital Media Journal has been presented to a high standard</li> <li>• All work is evident and displayed sequentially</li> <li>• Experiments and tasks are labelled with well thought out explanations and analysis</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>• Completes class exercises to a sound standard, following instructions, printing and labelling the pictures from each activity</li> <li>• Produced a sound quality work utilising Photoshop which demonstrates an understanding of the program as well as incorporating design skills</li> <li>• The work is of a substantial quality and technical achievement is sound</li> <li>• The Photoshop image has not been formatted to an A3 size image or with 150 ppi resolution</li> <li>• Work presented in the Photography and Digital Media Journal has been presented to a sound standard</li> <li>• Most work is evident and displayed sequentially</li> <li>• Experiments and tasks are labelled with explanations and analysis</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>• Completes some class exercises to a basic standard, with some basic evidence of following the tasks</li> <li>• Produced a basic work utilising Photoshop which demonstrates reasonable understanding of the program as well as some design skills</li> <li>• The work shows a basic level of creativity and technical achievement is sound</li> <li>• The Photoshop image has not been formatted to an A3 size image with 150 ppi resolution</li> <li>• Work presented in the Photography and Digital Media Journal has been presented to a basic standard</li> <li>• Some work is evident and displayed sequentially</li> <li>• Experiments and tasks are labelled with basic explanations and analysis</li> </ul>
<b>E</b>	<ul style="list-style-type: none"> <li>• Completes minimal class exercises with limited effort</li> <li>• Produced an unsatisfactory work utilising Photoshop which demonstrates limited understanding of the program as well as poor design skills</li> <li>• The work is not creative and technical achievement is poor</li> <li>• The Photoshop image has not been formatted to an A3 size image with 150 dpi resolution and resolution is poor as a result</li> <li>• Work presented in the Photography and Digital Media Journal has been presented to a limited standard</li> <li>• Although some work is evident, it has not been displayed sequentially</li> <li>• Experiments and tasks are not always labelled and explanations and analysis is limited</li> </ul>





**BERKELEY VALE CAMPUS**  
**VISUAL ARTS ASSESSMENT TASK**

**Due Date:** Term 1 Week 9

<b>Title:</b> Portraiture Case Study		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 30%

**Outcomes assessed:**

**5.8** uses their understanding of the function of and relationship 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:**

Complete the task on the attached sheet.

Choose ONE of the following artists; Frida Kahlo, Ben Quilty, Gerhard Richter.

Write a sustained critical response to the provided question about an artwork from ONE of the abovementioned artists.

**Assessment Task Support Information**

Students will have the opportunity in class to seek guidance and clarify any misunderstandings related to the task. Students will also be allowed to use school supplied computers for research.

Websites that can assist you include:

- <https://www.fridakahlo.org/> <https://www.theartstory.org/artist-kahlo-frida.htm>
- <https://www.artsy.net/artist/ben-quilty> <https://iartistbenquilty.weebly.com/index.html>

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

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

- Answer all sections
- Research the chosen artist using a variety of resources
- Demonstrate an understanding of the artist's practice and portraiture
- Use and understand Art metalanguage (Art terms) and use descriptive language
- Demonstrate relationships between the artist, artwork, world and audience

Grade	Marking Criteria
<b>A</b>	<ul style="list-style-type: none"> <li>• Demonstrates an extensive knowledge and understanding of Portraiture in relation to the artist and has readily applied this knowledge in their written responses</li> <li>• Demonstrates an extensive understanding of the artist's practice and relationships between the artist, artwork, world and audience</li> <li>• Applies an extensive understanding of the language of art criticism and art history to construct a well-sequenced response using appropriate art terminology</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• Demonstrates a thorough knowledge and understanding of Portraiture and has applied excellent knowledge in their written response</li> <li>• Demonstrates a thorough understanding of the artist's practice and some relationships between the artist, artwork, world and audience</li> <li>• Applies a thorough understanding of the language of art criticism and art history to construct a response using some art terminology</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>• Demonstrates a sound knowledge and understanding of the main areas of Portraiture relating it to the artist</li> <li>• Demonstrates a sound understanding of the artist's practice and some relationships between the artist, artwork, world and audience.</li> <li>• Applies a sound understanding of the language of art criticism and art history to construct a response using basic art terminology.</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>• Demonstrates a basic knowledge and understanding the artist and Portraiture</li> <li>• Demonstrates a basic understanding of the artist's practice and some relationships between the artist, artwork, world and audience.</li> <li>• Applies a basic understanding of the language of art criticism and art history to construct a response using basic art terminology</li> </ul>
<b>E</b>	<ul style="list-style-type: none"> <li>• Demonstrates a limited knowledge and understanding of Portraiture</li> <li>• Demonstrates a limited understanding of the artist's practice and some relationships between the artist, artwork, world and audience</li> <li>• Applies a limited understanding of the language of art criticism and art history to construct a response using basic art terminology</li> </ul>



**BERKELEY VALE CAMPUS**  
**VISUAL ARTS ASSESSMENT TASK**

**Due Date:** Term 2 Week 3

<b>Title:</b> Portraiture Artmaking Task		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 30%

**Syllabus Outcomes:**

**5.1** develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks.

**5.4** investigates the world as a source of ideas, concepts and subject matter in the visual arts.

**5.6** demonstrates developing technical accomplishment and refinement in making artworks.

**Task Description:**

**ARTMAKING TASK**

**1. PORTRAITURE ARTWORKS**

Students learn about varying artists' approach to portraiture and develop a portfolio of artworks that explore portraiture. The portrait artworks must express the personality of the subject.

Students must select appropriate materials that are aligned with their study of the subject.

**2. VISUAL ARTS DIARY**

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

**Assessment Task Support Information**

Students will have the opportunity in class to seek guidance related to the task.

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

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

- Meet all aspects outlined for the specific task
- Demonstrate an articulation of ideas and concepts in my Visual Arts diary
- VAD demonstrates developed and reasonably sustained levels of artmaking practice
- Demonstrate care in organising composition and presentation of work

Grade	Marking Criteria
<b>A</b>	<ul style="list-style-type: none"> <li>• The portraiture artworks demonstrates a sophisticated, imaginative and creative approach to composition</li> <li>• The finished artworks display sophisticated techniques and presentation</li> <li>• The artworks demonstrate a sophisticated and sustained level of artmaking practice with strong conceptual basis</li> <li>• Process diary documentation reveals sophisticated investigations into chosen subject matter and media</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• The portraiture artworks demonstrates a thoughtful and creative approach to composition</li> <li>• The finished artwork displays quality techniques and good overall presentation</li> <li>• The artworks demonstrate a thorough and sustained level of artmaking practice</li> <li>• Process Diary documentation reveal thorough developed investigations into chosen subject matter and media</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>• Demonstrates care in organising composition and presentation of the portraiture artworks</li> <li>• The finished artwork displays sound techniques and overall presentation</li> <li>• The artworks demonstrate a sound and reasonably sustained level of artmaking practice</li> <li>• Process Diary documentation reveal sound investigations into chosen subject matter and media</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>• The portraiture artworks satisfy basic course requirements</li> <li>• The artworks demonstrate some technical ability and some competency</li> <li>• The artworks demonstrate a basic level of artmaking practice</li> <li>• Process Diary documentation reveal basic and developing investigations into chosen subject matter and media</li> </ul>
<b>E</b>	<ul style="list-style-type: none"> <li>• The portraiture artworks demonstrate limited consideration of form and meaning</li> <li>• The artworks display lack of care and effort</li> <li>• The artworks demonstrate an elementary level of artmaking practice</li> <li>• Process Diary documentation reveals basic and developing investigations into chosen subject matter and media</li> </ul>



## BERKELEY VALE CAMPUS MUSIC ASSESSMENT TASK

**Due Date:**

**Draft** – Term 2 Week 2

**Final** – Term 1 Week 9

<b>Title:</b> Composition		<b>Teacher Name:</b> Sanderson/Butler	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> Draft – 10% Final – 20%

### **Syllabus Outcomes:**

- **5.9** demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study.
- **5.4** demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study.

### **Task Description:**

- Students are required to submit a recording of an original composition and accompanying composition journal.
- The composition may be in the style of the student's choosing and may involve use of music creation software. Compositions must be at least 1 minute in length and have at least 2 layers of sound. It is expected that students demonstrate understanding of the concepts of music by creating a thoughtfully structured and arranged piece of music. The recording is to be submitted digitally – uploaded to the google classroom, emailed or submitted on USB
- The accompanying composition journal must include at least 20 entries detailing the process of composing the piece. It may include description of influences, reflections on classroom activities, decision trees or recounts of learning experiences, but needs to include the finished composition notated in some form – tablature, traditional, chord chart, graphical or literal description.
- Students will be given time to work on this task in class with support from their teacher, but it is assumed that students will complete the majority of work outside of the classroom.

### **Assessment Task Support Information**

- Equipment required to complete this task: Composition Journal, a musical instrument or music creation tool
- Please find a time to meet with your teacher if you require support with this assessment

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

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

- Start early
- Make journal entries about every step of the process
- Seek regular feedback from my teacher

Grade	Marking Criteria
<b>A</b> <b>25 - 30</b>	<p>Composition:</p> <ul style="list-style-type: none"> <li>• Demonstrates perceptive and accomplished understanding of style, the concepts of music, and the relationships between the concepts</li> <li>• Demonstrates high level skills in organising ideas into musical structures</li> </ul> <p>Composition Journal:</p> <ul style="list-style-type: none"> <li>• Extensively documents the composition process, making reference to the concepts of music</li> <li>• Contains a notation of the piece which clearly and perceptively communicates how the piece is to be played</li> </ul>
<b>B</b> <b>19-24</b>	<p>Composition:</p> <ul style="list-style-type: none"> <li>• Successfully and coherently demonstrates an understanding of style, the concepts of music, and the relationships between the concepts</li> <li>• Demonstrates proficient skills in organising ideas into musical structures.</li> </ul> <p>Composition journal:</p> <ul style="list-style-type: none"> <li>• Coherently documents the composition process, making reference to the concepts of music</li> <li>• Contains a notation of the piece which communicates how the piece is to be played</li> </ul>
<b>C</b> <b>13-18</b>	<p>Composition:</p> <ul style="list-style-type: none"> <li>• Represents a chosen style and demonstrates some knowledge of the concepts of music.</li> <li>• Demonstrates sound skills in organising ideas into musical structures</li> </ul> <p>Composition Journal:</p> <ul style="list-style-type: none"> <li>• Gives an explanation of the composition process, making some reference to the concepts of music</li> <li>• Contains a notation of the piece which communicates a basic understanding of how the piece is to be played</li> </ul>
<b>D</b> <b>7-12</b>	<p>Composition:</p> <ul style="list-style-type: none"> <li>• Presents a basic representation of a chosen style and demonstrates basic knowledge of the concepts of music</li> <li>• Demonstrates basic skills in organising ideas into musical structures</li> </ul> <p>Composition Journal:</p> <ul style="list-style-type: none"> <li>• Briefly details the composition process</li> <li>• Contains a notation of the piece which communicates some idea of how the piece is to be played</li> </ul>
<b>E</b> <b>1-6</b>	<p>Composition:</p> <ul style="list-style-type: none"> <li>• Does not coherently represent a chosen style or demonstrate knowledge of the concepts of music.</li> <li>• Demonstrates limited skills or a misguided understanding of organising ideas into musical structures</li> </ul> <p>Composition Journal:</p> <ul style="list-style-type: none"> <li>• Gives few details of the composition process</li> <li>• Contains a notation of the piece which does not communicate how the piece is to be played</li> </ul>

# ENGLISH

Includes:

Drama





**BERKELEY VALE CAMPUS  
ASSESSMENT TASK**

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

<b>Title:</b> Narrative Analysis, Composition and Reflection		<b>Teacher Name:</b> S Alchin and S Derry	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 30%

**Syllabus Outcomes:**

**EN5-1A:** responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

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

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

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

**Task Description:** There are **three** parts to this task

**PART A: Composition (10%)**

Choose a **genre** studied in class and compose the orientation to a short story that utilises the common elements. Clearly establish your **character** and **engage/ hook** your reader

Your orientation must be no more than **500 words – Calibri – 12 Font**

**PART B: Reflection (10%)**

All good writers will reflect upon their compositions.

Compose a **reflection** that:

- Cites the author and work that influenced your choice of genre for this task
- Identifies the common elements of your chosen genre within your orientation, including specific reference to character
- Refers to your use of language techniques and their intended effect upon your reading audience

**PART C: Critical Reading – Text Analysis (10%) – In Class**

Demonstrate your understanding of critical reading strategies through the analysis of a short story. Identify the main structures, language techniques and their intended effect upon the reader.

**NOTE: Part C will be completed in class on the same day you submit Part A and B.**

**Assessment Task Support Information**

- Critical Reading strategies will be explicitly modelled (*Marking the Text*)
- Language techniques will be revised, and students deepen their understanding of intended effect through the analysis of text excerpts in a range of genres
- The composition of a short story orientation will be scaffolded. Students are encouraged to draft, seek feedback and refine their writing
- Reflection processes will be modelled

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

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

- Compose an orientation (*Sizzling Start*) that establishes my chosen genre and develops character
- Effectively experiment with language techniques to engage my audience
- Reflect upon my choice of genre, cite influences and identify language techniques to create character and engage my reader
- Seek and act upon feedback to refine my orientation and reflection prior to submission
- Demonstrate critical reading strategies – *number paragraphs; circle key words; underline language techniques; highlight extended vocabulary*
- Identify narrative structures, language techniques and explain their intended effect upon the reader



PART A: Composition - Marking Criteria					
	A 9-10	B 7-8	C 5-6	D 3-4	E 1-2
<b>EN5-5C:</b> Composes an orientation to a story in a chosen genre  Establishes character to engage an audience	* Composes an original engaging orientation to a short story that cleverly establishes the chosen genre.  * Characterisation is expertly crafted with the protagonist skilfully revealed to the reader.	* Composes an engaging orientation to a short story that establishes the chosen genre.  * Characterisation is crafted with the protagonist revealed to the reader.	* Composes a somewhat engaging orientation to a short story that resembles the chosen genre.  * The protagonist is adequately revealed to the reader.	* Composes an orientation to a short story that has basic links to the chosen genre.  * Some basic awareness of characterisation is demonstrated.	* Attempt to write an orientation to a short story that has little/no link to the chosen genre.  * Characterisation is confused, little connection made.

PART B: Reflection - Marking Criteria					
	A 9-10	B 7-8	C 5-6	D 3-4	E 1-2
<b>EN5-9E:</b> Reflects upon and assess your learning and writing processes to identify strengths and areas for improvement.	*Explicit link to class text in chosen genre that inspired composition. * Expertly justifies the choice of language conventions and genre related characteristics with examples from their text and the effect on the reader.	* Links to class text in chosen genre that inspired composition.  * Justifies the choice of language conventions and genre related characteristics with some examples from their text and the effect on the reader.	* Some understanding of chosen genre.  * Justifies the choice of language conventions and genre related characteristics with 1 or 2 examples from their text and the effect on the reader.	* Little connection to chosen genre.  * Partial reflection that refers to language conventions in some way and describes their genre.	* No connection to chosen genre. * Minimal reflection that may or may not describe their learning process.

PART C: Critical Reading Text Analysis - Marking Criteria					
	A 9-10	B 7-8	C 5-6	D 3-4	E 1-2
<b>EN5-1A:</b> Utilises <i>Marking the Text</i> strategies (number paragraphs; circle key words; underline devices; highlight extended vocabulary) Demonstrates knowledge of structure (Orientation; Backfill; Complications; Exciting Climax; Character Resolution) Identifies and analyses language conventions and their effect upon an audience ( <i>Stage 5/6 Language Conventions</i> )	* Extensive use of Critical Reading strategies – all <i>Marking the Text</i> strategies have been implemented  * Skilful knowledge of the structures of a narrative. Able to expertly identify all short story structural components in an unseen text  * Excellent knowledge of a variety of language conventions, including identification and a sophisticated understanding of effect upon a reader	*Effective use of Critical Reading strategies – minimal discrepancies when utilising <i>Marking the Text</i> strategies  * Well developed knowledge of the structures of a narrative. Able to identify the short story components in an unseen text  * Thorough knowledge of language conventions, including identification and a high level of understanding of their effect upon a reader	* Adequate use of Critical Reading Strategies – most <i>Marking the Text</i> strategies have been applied  *Sound knowledge of the structures of a narrative. May identify using generalised descriptions of structure in an unseen text  * Good knowledge of language conventions, some identification and a satisfactory understanding of their effect upon a reader	* Basic use of Critical Reading strategies – attempt at some <i>Marking the Text</i> strategies  * Inconsistent knowledge of the structures of a narrative. Some basic structures identified in an unseen text  * Limited knowledge of language conventions, attempts to identify and presents a basic understanding of effect upon a reader	* Underdeveloped use of Critical Reading strategies  * Minimal knowledge of the structures of a narrative  * Minimal evidence of knowledge of language conventions and little/no understanding of their effect upon a reader



## BERKELEY VALE CAMPUS ASSESSMENT TASK

Due Date: Term 2 Week 9

Title: Macbeth Consequences Essay		Teacher Name: S Alchin	
Year: 10	Stage: 5	Task Number: 2	Weighting: 15%

### Syllabus Outcomes: A student -

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

**EN5-4B** effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

**EN5-6C** Investigates the relationships between and among texts

### Task Description:

#### Extended Essay Response (15%)

#### ***“Every action has a consequence”***

Discuss this quotation in relation to the Shakespearian play/film you have studied.

In your response, refer to specific characters and scenes that support your position in the core text and at least one related text. (Maximum 4 pages)

You will be required to complete the final extended essay response under timed test conditions in class.

The essay scaffold, supplied in the ***‘Year 10 Consequences Booklet’***, may be brought into the classroom on the day of your assessment for support.

### Assessment Task Support Information

- Preparation for the essay will take place in class and at home
- An essay scaffold is provided for all students in the ***‘Year 10 Consequences Booklet’***
- It is recommended you plan, draft and write your extended essay response out in full, seek feedback from English teachers and prepare a plan to study from in order to prepare for this task
- Teachers will explicitly scaffold and guide the writing process
- A modified task is also available for students

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

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

- Demonstrate my understanding of the concept ‘Consequences’ through active participation in class
- Discuss the statement in relation to the core text ***Macbeth*** and my chosen related text
- Compose a well-structured extended essay response: Introduction, Body Paragraphs and Conclusion
- Use appropriate formal language
- Use textual evidence to support my argument and explore language techniques and their effect
- Complete a draft in preparation for feedback at the Writer’s Workshop
- Act upon the feedback provided to refine my extended response

## Marking Criteria

	<b>A 13-15</b>	<b>B 10-12</b>	<b>C 7-9</b>	<b>D 4-6</b>	<b>E 1-3</b>
<p><b>EN5- 3B:</b> selects and uses language forms and features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning</p> <p><b>EN5-4B:</b> effectively transfers knowledge, skills and understanding of language concepts into new and different contexts</p>	<p>* Composes a sustained sophisticated essay that demonstrates an excellent understanding of essay structure</p> <ul style="list-style-type: none"> <li>- <b>Introduction</b> contains a clear Thesis/POV and identifies the core and related text</li> <li>- <b>Body</b> paragraphs utilise purposeful connectives to build a sustained discussion of the statement with exceptional TXXXC structure or similar. Sophisticated analysis of the effectiveness of language and visual features in order to influence an audience</li> <li>- <b>Conclusion</b> articulates a deep understanding of the statement</li> </ul> <p>*A sophisticated understanding of the statement explored through:</p> <ul style="list-style-type: none"> <li>- a deep analysis of the core text <i>Macbeth</i> and chosen related text</li> <li>- a skilful use of language that explores ideas of actions having consequences</li> </ul>	<p>* Composes an essay that demonstrates a clear understanding of essay structure</p> <ul style="list-style-type: none"> <li>- <b>Introduction</b> contains a Thesis/POV and identifies the core and related text</li> <li>- <b>Body</b> paragraphs utilise good connectives to build discussion of the statement with TXXXC structure or similar. Analysis of language and visual features in order to influence an audience is effective</li> <li>- <b>Conclusion</b> articulates a thorough understanding of the statement</li> </ul> <p>*A comprehensive understanding of the statement explored through:</p> <ul style="list-style-type: none"> <li>- an analysis of the core text <i>Macbeth</i> and chosen related text</li> <li>- use of language that explores ideas of actions having consequences</li> </ul> <p><i>Explanation of technique may be brief but attempted for both texts</i></p>	<p>* Composes an essay that demonstrates some understanding of essay structure</p> <ul style="list-style-type: none"> <li>- <b>Introduction</b> contains an idea POV and identifies the core text (may not refer to related text in intro)</li> <li>- <b>Body</b> paragraphs utilise some basic connectives to attempt to build a discussion of the statement with satisfactory TXXXC structure or similar. Some analysis of the effectiveness of language and visual features in order to influence an audience</li> <li>- <b>Conclusion</b> Some understanding of the statement is demonstrated in the summing up</li> </ul> <p>LACKING IN ONE AREA</p> <p>*A sound understanding of the statement explored through:</p> <ul style="list-style-type: none"> <li>- a good analysis of the core text <i>Macbeth</i> and some evidence of chosen related text</li> <li>- attempts to use language that explores ideas of actions having consequences</li> </ul> <p><i>Explanation of techniques may be brief but attempted mainly in the core text</i></p>	<p>* Composes a basic response with developing structure</p> <ul style="list-style-type: none"> <li>- <b>Introduction</b> mentions the core text and relates to consequences</li> <li>- <b>Body</b> has attempted at least one paragraph that discusses the statement in relation to the core text or related text and supports with at least one example</li> <li>- <b>Conclusion</b> is very brief and retells what has already been addressed</li> </ul> <p>LACKING IN TWO AREAS</p> <p>* Basic understanding of the statement explored through:</p> <ul style="list-style-type: none"> <li>- limited analysis of the core text <i>Macbeth</i>; May retell plot/storyline</li> <li>- may or may not analyse a chosen related text</li> <li>- limited use of language to express brief ideas</li> </ul> <p><i>Explanation is very brief Mainly core text</i></p>	<p>* Attempts to compose a response with little/no structure evident</p> <p>*Summary of plot/ storyline only – does not discuss the statement</p> <p>* Elementary use of language to create meaning</p> <p>Teacher guided</p> <ul style="list-style-type: none"> <li>- supported heavily with scaffold or use of sentence starters</li> </ul>
<p><b>EN5-6C:</b> Investigates the relationships between and among texts</p>	<ul style="list-style-type: none"> <li>- Detailed, well-chosen textual evidence (including quotations) from both core and related texts</li> <li>- Extensive connections made between and among texts in order to respond perceptively to the statement</li> <li>- Excellent detailed understanding of literary/visual techniques and their effect on an audience</li> </ul>	<ul style="list-style-type: none"> <li>- Well-chosen textual evidence (including quotations) from both core and related text</li> <li>- Attempted to make connections between and among texts in order to respond to the statement</li> <li>- Some understanding of literary/visual techniques (both core and related)</li> </ul>	<ul style="list-style-type: none"> <li>- Some textual evidence (including at least one quotation) from the core text cited. May briefly refer to the related text with a quotation</li> <li>- Attempted to make connections between the texts in order to respond to the statement</li> <li>- Some understanding of literary/visual techniques (General - Mainly core text)</li> </ul>	<ul style="list-style-type: none"> <li>- Limited evidence from text and little reference to literacy/visual techniques</li> <li>- Brief discussion of the statement</li> </ul>	<ul style="list-style-type: none"> <li>- Little or no evidence from text and no literary/visual techniques</li> <li>- Elementary/ lack of discussion of the statement</li> </ul>

# HSIE





## BERKELEY VALE CAMPUS GEOGRAPHY ASSESSMENT TASK

**Due Date:** Term 1 Week 9

<b>Title:</b> Coastal Rich Task		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 40%

### **Syllabus Outcomes:**

**GE5-2** explains processes and influences that form and transform places and environments

**GE5-3** analyses the effect of interactions and connections between people, places and environments

**GE5-4** accounts for perspectives of people and organisations on a range of geographical issues

**GE5-5** assesses management strategies for places and environments for their sustainability

**GE5-7** acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

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

### **Task Description:**

Having already completed a field study at Terrigal Lagoon, you are to complete a **Research Action Plan** (RAP) using the primary data you will collect during the field study.

A field study is like an **investigation** where you look at an environment (in this case the coastline) and investigate the processes, impacts and responses that are associated with the issue of coastal management (definitions of these are provided below).

### **PART ONE**

After your field study at Terrigal Lagoon, you are to complete the 8 steps of the Research Action Plan as outlined below:

**This research action plan is what you submit along with your field study notes**

### **RAP (Research Action plan) and Exposé (short film)**

**A** Aim - identify the aim or purpose of the investigation

**Q** Question – generate a number of focus questions to be addressed by the investigation

**D** Data – decide which primary and/or secondary data are needed to answer the focus question

**T** Techniques- identify the techniques that will be used to collect the data

**C** Collect- collect Primary or secondary data

**P** Process- process and analyse the data collected

**C** Communication – select presentation methods to communicate the research findings

**A** Action- propose individual or group action in response to the research findings

Your teacher will provide a scaffold which will guide the structure of your RAP and instruct you on the requirements for completing a research action plan.

## Key

**Processes:** surface runoff and urban development are the focus

**Impacts:** water pollution, loss of bio-diversity in lagoon, loss of ecological sustainability, destruction of riparian vegetation, developments too close to lagoon, poor development decisions in the catchment area etc.

**Responses:** what individuals, groups or government (at the three levels) are doing (or not) in response to the issue.

### PART TWO Exposé – (to be completed by ALL students)

Working in groups of 3-4, you will make an 'A Current Affair' style exposé on film. The focus of the short film will be on the geographic processes affecting Terrigal Lagoon and Central Coast Council's management of this environment. Your film should go for between 4-5 minutes in length and refer to:

- The geographic processes affecting Terrigal Lagoon (e.g. surface runoff, urban development)
- The impacts (e.g. water pollution, loss of tourism, loss of biodiversity etc.)
- The responses that Central Coast Council should be undertaking to make Terrigal Lagoon ecologically sustainable

**You must attach a draft and final script** of the exposé with this assignment. You will need to show evidence that you have refined and improved your script through the draft copy. The exposé must make use of key **geographic words** and explain the **geographic processes, impacts and responses** clearly and in a detailed manner. Your story can be funny, however, it must be geographically correct.

### Assessment Task Support Information

If you are unable to attend the Field Trip you will need to supply documentation with a valid reason. You will still be required to complete the task by using the data and information collected by other students on the day and by using the secondary data pack.

### Final Checklist

#### **PART ONE**

- RAP submitted including field study notes

#### **PART TWO**

- The draft and final script of the exposé is attached with all group members' names
- Video is submitted via USB to teacher

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

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

- Follow instructions carefully and accurately
- Communicate at a high level using primary and secondary data to support your work
- Reflect on my work and improve how I do things
- Contribute to your group for Part B

<b>Marking Criteria</b>	
<b>A</b> <b>35-40</b>	<ul style="list-style-type: none"> <li>All field study day activities completed at a sophisticated level using extensive detail and attached to RAP</li> <li>Key geographic words used extensively in written component and Expose dialogue</li> <li>Primary data from field study and secondary data used effectively throughout RAP</li> <li>Outstanding table, graphs and accurately represent collected data</li> <li>Letter is sophisticated and clearly presents findings demonstrating outstanding knowledge of the issue. Proposed action and evaluation of Government success is clearly evident.</li> <li>Extensive understanding of geographic processes, impacts and responses evident in the dialogue of the exposé</li> <li>Expose has extensive analysis and evaluation of the action taken or not taken by Central Coast Council to improve Terrigal Lagoon</li> </ul>
<b>B</b> <b>27-34</b>	<ul style="list-style-type: none"> <li>All field study day activities completed at a high level using extensive detail and attached to RAP</li> <li>Thorough use of key geographic words used extensively in written component and Expose dialogue</li> <li>Primary data from field study and secondary data used effectively throughout RAP</li> <li>High quality table, graphs and accurately represent collected data</li> <li>Letter is of a high standard and clearly presents findings demonstrating thorough knowledge of the issue. Proposed action and evaluation of Government success is clearly evident.</li> <li>Thorough understanding of geographic processes, impacts and responses evident in the dialogue of the exposé</li> <li>Expose has thorough analysis and evaluation of the action taken or not taken by Central Coast Council to improve Terrigal Lagoon</li> </ul>
	<ul style="list-style-type: none"> <li>All field study day activities completed using a sound level of detail and attached to RAP</li> <li>Sound use of key geographic words in written work and dialogue of the Expose</li> <li>Primary data from field study and secondary data is used adequately throughout RAP</li> <li>Sound quality table and graphs that mostly accurately represent collected data</li> <li>Letter is of a sound standard and presents findings demonstrating some knowledge of the issue. Proposed action of Government is evident.</li> <li>Sound understanding of geographic processes, impacts and responses evident in the dialogue of the Exposé</li> <li>Expose has sound analysis and evaluation of the action taken or not taken by Central Coast Council to improve Terrigal Lagoon</li> </ul>
	<ul style="list-style-type: none"> <li>Most field study day activities completed using a limited amount of detail and attached to RAP</li> <li>Basic use of key geographic words in written component and Expose dialogue</li> <li>Primary data from field study and secondary data used at a limited level throughout RAP</li> <li>Basic table, graphs and with inaccuracies that may represent collected data</li> <li>Letter is of a basic standard and may not clearly presents findings, demonstrating limited knowledge of the issue. Proposed action and evaluation of Government success may not be evident.</li> <li>Basic understanding of geographic processes, impacts and responses e in the dialogue of the Exposé</li> <li>Expose has basic analysis and evaluation of the action taken or not taken by Central Coast Council to improve Terrigal Lagoon</li> </ul>
<b>E</b>	<ul style="list-style-type: none"> <li>Some field study day activities completed using a very limited amount of detail</li> <li>Elementary use of key geographic words in written component and Expose dialogue</li> <li>Primary data from field study and secondary data not effectively used throughout RAP</li> <li>Elementary table, graphs and with inaccuracies that may not represent collected data</li> <li>Letter is of an elementary standard and does not clearly presents findings, demonstrating very limited knowledge of the issue. Proposed action is not evident.</li> <li>Expose has very limited or no analysis and evaluation of the action taken or not taken by Central Coast Council to improve Terrigal Lagoon</li> </ul>
<b>0</b>	<b>Assessment not attempted – N Award Warning</b>



## BERKELEY VALE CAMPUS HISTORY ASSESSMENT TASK

**Due Date:** Term 2 Week 1

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

### **Syllabus Outcomes:**

**GE5-1** explains the diverse features and characteristics of a range of places and environments

**GE5-6** analyses differences in human wellbeing and ways to improve human wellbeing

**GE5-7** acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

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

### **Task Description:**

Your Portfolio is your collection of work throughout the semester. You will be assessed on how well you can:

- Organise and communicate information by following the Portfolio guidelines;
- Apply the AVID Critical Reading strategies you have been taught in class and show your understanding of a chosen text by answering questions accurately and with detail; and
- Apply the geographical skills you have learnt in class.

### **Assessment Task Support Information**

You will be required to have all of the standard equipment (pens, pencils, glue, scissors, ruler etc.) every lesson.

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

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

Follow all Portfolio guidelines:

- Contribute to class discussions consistently
- Apply the geographic skills learnt in class effectively
- Apply the AVID Critical Reading skills and write all answers with detail and accuracy





## Portfolio- 40%

Your workbook is your Portfolio. It is expected that you follow **Portfolio guidelines**. The guidelines are:

- **Ensure all work is completed.** If absent it is your responsibility to catch up on missed work by talking to your teacher
- **Rule margins or Cornell notes** (as directed by your teacher) on all pages with a **red pen** and **write the date on the top** of your page
- **Underline** all headings and subheadings with a **red pen** using a **ruler**
- **Glue all sheets** in ensuring that no handouts are loose in your Portfolio
- Write with a **blue** or **black pen** only
- **Write in full sentences** and add as much **detail and accuracy** to your written responses
- **Use pencil** when drawing diagrams
- **Never scribble** over your corrections. Always **rule a single line** through errors
- **Never draw pictures in your book** unless directed by your teacher to do so.

You will be assessed on the quality of your Portfolio and the level of contribution you make towards class discussion. For this semester, your portfolio will make up 30% of your overall assessment.

Your teacher will assess the quality of your Portfolio based on three areas:

1. How closely you follow the above **Portfolio guidelines**;
2. A **Critical Reading** activity with a series of comprehension questions based on **Costa's Three Levels of Questioning**; and
3. How effectively you apply **geographic skills**.

CRITERIA	What will this look like at an A grade?	What will this look like at a B grade?	What will this look like at a C grade?	What will this look like at a D grade?	What will this look like at an E grade?
<b>Organisation and communication</b>  <b>Outcomes:</b> GE5-1, GE5-8  /10	<ul style="list-style-type: none"> <li>Follows all Portfolio guidelines without exception</li> <li>Very high level of classroom participation</li> </ul> 9-10	<ul style="list-style-type: none"> <li>Follows the vast majority of Portfolio guidelines</li> <li>High level of classroom participation</li> </ul> 7-8	<ul style="list-style-type: none"> <li>Follows most of the Portfolio guidelines</li> <li>Sound level of classroom participation</li> </ul> 5-6	<ul style="list-style-type: none"> <li>Some Portfolio guidelines followed</li> <li>Little classroom participation</li> </ul> 3-4	<ul style="list-style-type: none"> <li>Few Portfolio guidelines followed</li> <li>Very little to no classroom participation</li> </ul> 1-2
<b>Geographic skills</b>  <b>Outcomes:</b> GE5-7  /15	<ul style="list-style-type: none"> <li>A very high level of geographic skills shown</li> </ul> 14-15	<ul style="list-style-type: none"> <li>A high level of geographic skills shown</li> </ul> 12-13	<ul style="list-style-type: none"> <li>An adequate level of geographic skills shown</li> </ul> 8-11	<ul style="list-style-type: none"> <li>A limited level of geographic skills shown</li> </ul> 4-7	<ul style="list-style-type: none"> <li>A very limited level of geographic skills shown</li> </ul> 1-3
<b>Critical Reading</b>  <b>Outcomes:</b> GE5-6  /5	<ul style="list-style-type: none"> <li>Article is extensively critically read with a very high level of marking of the text including annotations. All strategies (e.g. numbering of paragraphs, Quick Write, circling key words etc.) are applied</li> </ul> 5	<ul style="list-style-type: none"> <li>Article is thoroughly critically read with a high level of marking of the text including annotations. Most strategies (e.g. numbering of paragraphs, Quick Write, circling key words etc.) are applied</li> </ul> 4	<ul style="list-style-type: none"> <li>Article is soundly critically read with an adequate level of marking of the text including annotations. Some elements of the critical reading strategy (e.g. numbering of paragraphs, Quick Write, circling key words etc.) may be missing</li> </ul> 3	<ul style="list-style-type: none"> <li>Article is critically read at a basic level. Many aspects of the critical reading strategy (e.g. numbering of paragraphs, Quick Write, circling key words etc.) are not attempted or applied in a limited manner</li> </ul> 2	<ul style="list-style-type: none"> <li>Article is critically read at an elementary level. Most aspects of the critical reading strategy (e.g. numbering of paragraphs, Quick Write, circling key words etc.) are not attempted or applied in a very limited manner</li> </ul> 0-1

<b>Costa's 3 Levels of Questions</b>  <b>Outcomes:</b> GE5-6  /10	<ul style="list-style-type: none"> <li>All questions are answered with extensive detail and a very high level of accuracy</li> </ul> <b>9-10</b>	<ul style="list-style-type: none"> <li>Most questions are answered with thorough detail and a high level of accuracy</li> </ul> <b>7-8</b>	<ul style="list-style-type: none"> <li>Most questions are answered with sound detail and accuracy</li> </ul> <b>5-6</b>	<ul style="list-style-type: none"> <li>Questions are answered with basic detail and limited accuracy</li> </ul> <b>3-4</b>	<ul style="list-style-type: none"> <li>Questions are answered with very basic detail and are mostly inaccurate</li> </ul> <b>0-2</b>
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**Mark Range**

<b>A-</b> 34- 40	<b>B-</b> 27-33	<b>C-</b> 20-26	<b>D-</b> 13-19	<b>E-</b> 0-12
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## BERKELEY VALE CAMPUS ASSESSMENT TASK

**Due Date:** Term 1 Week 11

<b>Title:</b> Topic Test		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 20%

### **Syllabus Outcomes:**

**GE5-4** accounts for perspectives of people and organisations on a range of geographical issues

**GE5-5** assesses management strategies for places and environments for their sustainability

**GE5-7** acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

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

### **Task Description:**

The Yearly Examination will assess your skills, knowledge and understanding of the topic 'Environmental Change and Management'. The examination has three parts:

**Section 1-** multiple choice

**Section 2-** geographic skills

**Section 3-** written response

### **Assessment Task Support Information**

Equipment required to complete this task:

- pen
- pencil
- ruler
- calculator

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

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

- apply your knowledge and understanding of the geographic issues covered in class
- effectively apply the geographic skills learnt in class
- write with sophistication, accuracy, detail and make effective use of key geographic terms

# MATHEMATICS





## BERKELEY VALE CAMPUS ASSESSMENT TASK 1

<b>Title:</b> Probability and Financial Mathematics		<b>Task Number:</b> 1
<b>Date Set:</b> 1/4/18		<b>Date Due:</b> Week 3 Term 2
<b>Year 10 5.1/5.2</b>	<b>25%</b>	<b>Teachers Name:</b> KELLY

<b>Syllabus Outcomes:</b> <b>NS5.1.3/NS5.2.3</b> (Related New syllabus outcomes MA5.1-13sp/MA5.2-17sp) Determines relative frequencies and theoretical probabilities <b>NS5.1.2/NS5.2.2</b> (Related New syllabus outcomes MA5.1-4NA/MA5.2-4NA) Solves consumer arithmetic problems involving earning and spending money as well problems involving compound interest and depreciation Test has been constructed to allow students to show what they know at 5.1 level and extend themselves into 5.2
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<b>Assessment Task:</b> Is a pen and paper test involving multiple choice, short answer questions and questions requiring longer responses. The level of student's responses will determine the level of achievement of outcomes.	
<b><u>Level of achievement</u></b>	<b><u>Grade</u></b>
<b>Outstanding knowledge.</b> Have extensive knowledge and understanding of the content and can readily apply this knowledge. They achieve a very high level of competence in the processes and skills and can apply these skills to new situations.	<b>A</b>
<b>High knowledge.</b> Have thorough knowledge and understanding and a high level of competence in the processes and skills. Can apply this knowledge and these skills to most situations.	<b>B</b>
<b>Satisfactory knowledge.</b> Has a sound knowledge of the main areas of content and has achieved an adequate level of competence in the processes and skills.	<b>C</b>
<b>Basic knowledge.</b> Has a basic knowledge of the content and has achieved a limited level of competence in the processes and skills.	<b>D</b>
<b>Limited knowledge.</b> Has achieved an elementary and understanding in a few areas of the content and has achieved very limited competence in some processes and skills.	<b>E</b>

<b>Further Information</b> <ul style="list-style-type: none"> <li>• Equipment needed: Blue or Black pen. Pencil and ruler. Scientific calculator.</li> <li>• Phones cannot be used as a calculator in an assessment task.</li> <li>• The school does not supply calculators.</li> </ul>
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Feedback is provided in the form of results, class revision of test paper, comments in relation to individual analysis and identifying the level of achievement. Students will also be directed to lessons on MathsOnline in weakness area





## BERKELEY VALE CAMPUS ASSESSMENT TASK 1

<b>Title:</b> Half yearly exam Year 10 5.3 2014	<b>Task Number:</b> 1
<b>Date Set:</b> 1/4/19	<b>Date Due:</b> Term 2 Week 3
<b>Weighting</b> 25%	<b>Teachers Name:</b> Kelly

### Syllabus Outcomes:

**WMS5.3.3** Solves problems using a range of strategies including deductive reasoning

**NS 5.3.2** Solves probability problems involving compound events

**NS 5.2.2** Solves consumer arithmetic problems involving compound interest, depreciation and successive discounts

**MS 5.3.1** Applies formulae to find volume of pyramids, right cones and spheres

Tests were constructed to find out what students know at 5.2 level and extend into 5.3 level

### Assessment Task:

Is a pen and paper test involving short answer questions and questions requiring longer responses. The level of student's responses will determine the level of achievement of outcomes.

<u>Level of achievement</u>	<u>Grade</u>
<b>Outstanding knowledge.</b> Have extensive knowledge and understanding of the content and can readily apply this knowledge. They achieve a very high level of competence in the processes and skills and can apply these skills to new situations.	<b>A</b>
<b>High knowledge.</b> Have thorough knowledge and understanding and a high level of competence in the processes and skills. Can apply this knowledge and these skills to most situations.	<b>B</b>
<b>Satisfactory knowledge.</b> Has a sound knowledge of the main areas of content and has achieved an adequate level of competence in the processes and skills.	<b>C</b>
<b>Basic knowledge.</b> Has a basic knowledge of the content and has achieved a limited level of competence in the processes and skills.	<b>D</b>
<b>Limited knowledge.</b> Has achieved an elementary and understanding in a few areas of the content and has achieved very limited competence in some processes and skills.	<b>E</b>

### Further Information:

- Equipment needed: Blue or Black pen. Pencil and ruler. Scientific calculator.
- Phones cannot be used as a calculator in an assessment task.
- The school does not supply calculators.

Feedback is provided in the form of results, class revision of test paper, comments in relation to individual analysis and identifying the level of achievement. Students will also be directed to lessons on MathsOnline in weakness.



# PDHPE

Includes:

Child Studies

Marine Studies

PASS





## BERKELEY VALE CAMPUS ASSESSMENT TASK

**Due Date:** Term 1 Weeks 7-10

<b>Title:</b> Practical Movement Skills Assessment		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 25%

### **Syllabus Outcomes:**

**5.4** A student adapts, transfers and improvises movement skills and concepts to improve performance

**5.9** A student formulates goals and applies strategies to enhance participation in lifelong physical activity

### **Task Description:**

#### **MOVEMENT SKILLS**

This task will require you to participate in practical lessons to the best of your ability. Your teacher will observe your capabilities in the physical activity unit of work 'Invasion Games- Basketball' that have been studying this term.

Students will be assessed for their ability in the following foundation and specialised netball skills:

- Shooting
- Passing
- Attacking Skills
- Defensive Skills

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

You will be assessed on your skills and your ability to participate safely in the unit

#### **Criteria For Marking:**

You will be assessed on how well you:

- Refine fundamental and specialised movement skills in predictable and dynamic learning situations.
- Demonstrate movement activities and skills.
- Transfer skills from one activity to another.

This criteria is used for each skill/movement.

#### **Assessment Task Support Information**

Equipment required to complete this task:

Be prepared for each lesson with the correct uniform (sport shorts, sport shirt and joggers).

Websites that can assist you include:

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

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

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

- Participate in all lessons to the best of my ability.
- Consistently come prepared for my PDHPE lessons with my practical uniform.
- Demonstrate your ability to successfully participate in the unit demonstrating your skills in a variety of game sense situations

**Berkeley Vale Campus- YEAR 10 PDHPE PRACTICAL ASSESSMENT TASK**

***Basketball – Skills & Game play***

**Weighting: 25% (Marked out of 25)**

**Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_

The teacher is to highlight/circle the criteria box which corresponds with the student's ability level. Each criteria box highlighted/circled represents 0/1/2/3 marks towards the assessment total out of 15. To accomplish the skill, it would be expected that students meet the skill process requirement regularly. In some cases the students might meet process requirements across two criteria levels, if this is the case, the teacher is to exercise their professional judgement to determine what criteria level has been adequately satisfied.

	<b>Marking Criteria</b>			
<b>Skills</b>	<b>0</b>	<b>1-2</b>	<b>3-4</b>	<b>5</b>
<b>Shooting</b>	No Effort	<ul style="list-style-type: none"> <li>• Uses proper body mechanics</li> <li>• Focuses to aim</li> <li>• Meets ring</li> </ul>	<ul style="list-style-type: none"> <li>• Will shoot when they have an opportunity</li> <li>• Completes lay up</li> <li>• Developing a longer range shot</li> <li>• Usually attempts rebounds</li> <li>• All aspects of Criteria 1</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently successful from close range</li> <li>• Always follows shots for rebounds</li> <li>• All aspects of Criteria 1 &amp; 2</li> <li>• Completes lay up/Jump shot</li> </ul>
<b>Passing</b>	No Effort	<ul style="list-style-type: none"> <li>• Uses proper body mechanics</li> <li>• Accurate chest/bounce/shoulder pass to 3m</li> <li>• Uses proper follow-through</li> </ul>	<ul style="list-style-type: none"> <li>• Pass arrives accurately</li> <li>• Can pass to someone moving into space</li> <li>• Chooses correct pass variations</li> <li>• Developing longer range passes (shoulder &amp; lob)</li> <li>• All aspects of Criteria 1</li> </ul>	<ul style="list-style-type: none"> <li>• Always passes into space</li> <li>• Follows pass to create extra options for team mate</li> <li>• Pass arrive with speed</li> <li>• All aspects of Criteria 1 &amp; 2</li> </ul>
<b>Attacking Skills</b>	No Effort	<ul style="list-style-type: none"> <li>• Catches most passes</li> <li>• Passes to an open player</li> <li>• Not confused by transition caused by change of possession</li> </ul>	<ul style="list-style-type: none"> <li>• Always works towards open space</li> <li>• Can catch a pass on the move</li> <li>• Developing a speciality in a certain position</li> <li>• Gets into position quickly</li> <li>• All aspects of Criteria 1</li> </ul>	<ul style="list-style-type: none"> <li>• Able to evade opponent</li> <li>• Creates opportunities</li> <li>• Avoids attacking contact</li> <li>• Creates legal changeovers</li> <li>• All aspects of Criteria 1 &amp; 2</li> </ul>
<b>Defensive Skills</b>	No Effort	<ul style="list-style-type: none"> <li>• Finds opponent on change of possession</li> <li>• Uses hands to block the path of the ball</li> <li>• Makes legal contact with the ball</li> </ul>	<ul style="list-style-type: none"> <li>• Always stays on opponent and applies pressure on court and when ball returns to play</li> <li>• Transitions well from defence to attack</li> <li>• All aspects of Criteria 1</li> </ul>	<ul style="list-style-type: none"> <li>• Will attempt rebounds</li> <li>• Creates legal changeovers</li> <li>• Avoids defensive contact and obstruction</li> <li>• All aspects of Criteria 1 &amp; 2</li> </ul>



**BERKELEY VALE CAMPUS  
PDHPE ASSESSMENT TASK**

**Due Date:** Term 1 Week 10

<b>Title:</b> Choices		<b>Teacher Name:</b> Stephenson	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 25%
<b><u>Syllabus Outcomes:</u></b> 5.6 A student analyses attitudes, behaviors and consequences related to health issues affecting young people. 5.12 A student adapts and applies decision making processes and justifies their choices in increasingly demanding contexts.			
<b><u>Task Description:</u></b> This is an extended writing assessment task based on the content learnt during the Term of work ' <b>Choices</b> '. This task will occur during class time in Week 11. Students will be given a range of questions including multiple choice, short response and an extended response question. Students will be given <b>50 minutes</b> to complete the task.  <b>Assessment Criteria:</b> Your short responses and extended writing responses will be marked on your ability to: <ul style="list-style-type: none"><li>• Answer short answer questions clearly and concisely</li><li>• Construct knowledgeable extended writing responses</li><li>• Provide quality supporting examples</li><li>• Use explicit PDHPE terminology</li><li>• Formulate a response using the TXXC strategy that has been taught during theory lessons</li></ul> <b>Further Information:</b> <ul style="list-style-type: none"><li>• You will sign the document register to acknowledge receipt of this notification</li><li>• If you are absent on the day, you must provide appropriate documentation (E.g. Medical Certificate/Illness/Misadventure form)</li><li>• Student responses will be corporate marked by Year 10 PDHPE teachers. Teachers will use student examples to ensure alignment of grades and consistency when marking</li><li>• Feedback will be given to students in the form of the marking criteria attached, individualised written feedback from class teacher and anonymous work samples demonstrating a range of grades</li></ul>			
<b><u>Assessment Task Support Information:</u></b> Equipment required to complete this task: <ul style="list-style-type: none"><li>• Blue or black pen</li></ul> Websites that may assist you: <ul style="list-style-type: none"><li>• <a href="http://www.drugfreeworld.org/drugfacts/ecstasy/short-long-term-effects.html">http://www.drugfreeworld.org/drugfacts/ecstasy/short-long-term-effects.html</a></li><li>• <a href="http://www.drugs.health.gov.au/">http://www.drugs.health.gov.au/</a></li></ul> <b>Any RoSA student who does not submit this task will be placed on the campus N determination register</b>			
<b>To do well in this assessment task I must:</b> <ul style="list-style-type: none"><li>• Answer all sections</li><li>• Use appropriate terminology</li><li>• Use TXXC scaffold</li></ul>			

Grade	Marking Criteria
<b>A</b>	<ul style="list-style-type: none"> <li>• The student demonstrates extensive knowledge of behaviours and strategies associated with content</li> <li>• The student demonstrates extensive understanding of content through the use of relevant terminology and supporting examples in the written response</li> <li>• The student constructs the extended response using the TXXXC strategy</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• The student demonstrates thorough knowledge of behaviours and strategies associated with content</li> <li>• The student demonstrates thorough understanding of content through the use of relevant terminology and supporting examples in the written response</li> <li>• The student constructs the extended response using the TXXXC strategy</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>• The student demonstrates satisfactory knowledge of behaviours and strategies associated with content</li> <li>• The student demonstrates satisfactory understanding of content through the use of some relevant terminology and supporting examples in the written response</li> <li>• The student attempts to construct the extended response using the TXXXC strategy</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>• The student demonstrates basic knowledge of behaviours and strategies associated with content</li> <li>• The student demonstrates basic understanding of content through the use of basic terminology and supporting examples in the written response</li> <li>• The student attempts to construct the extended response using the TXXXC strategy</li> </ul>
<b>E</b>	<ul style="list-style-type: none"> <li>• The student demonstrates limited knowledge of behaviours and strategies associated with content</li> <li>• The student demonstrates limited understanding of content through the use of basic terminology and limited supporting examples in the written response</li> <li>• The student attempts to construct the extended response using the TXXXC strategy</li> </ul>



## BERKELEY VALE CAMPUS PASS ASSESSMENT TASK

**Due Date:**

**Lesson Plan** Term 1 Week 6

**Peer Teach** Term 1 Week 6 - Week 11

**Evaluation** 1 week after your Coaching Session

<b>Title:</b> Coaching		<b>Teacher Name:</b> Munro, Rathbone, Stephenson	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 30%

### Syllabus Outcomes:

**3.1** demonstrates actions and strategies that contribute to enjoyable participation and skilful performance

**4.1** works collaboratively with others to enhance participation, enjoyment and performance

**4.2** displays management and planning skills to achieve personal and group goals

### Task Description:

#### **Practical and Theory task**

Students will be required to complete a pair coaching session in pairs utilising knowledge developed in both theory and practical lessons during the coaching unit. The assessment task is broken up into both theory and practical components.

#### Theory

##### **In pairs**

- Students are required to develop a detailed **coaching plan** for a sport of their choice, **targeting 14-16 year olds**.
- The coaching plan must be **typed** on the attached **proforma** incorporating diagrams, key teaching points and relevant questions.
- Both students need to upload their coaching proforma online via the Google Classroom.
- Students are required to include an introduction, warm-up, specific skill development activity, a drill to reinforce the skill in a game sense activity, cool down and conclusion.
- Students are not allowed to use activities used in class.
- Students will be given 2 lessons to prepare for this assessment task.

##### **Individually**

- At the conclusion of the coaching session each **individual** student is required to provide a **250 word** written **evaluation** on the strengths and weakness of their coaching session. This is due 1 week after the coaching session. Students are to submit their coaching session evaluation via Google Classroom.

#### Practical

##### **In Pairs**

- Students have a 45 minutes period to deliver their paired coaching session.
- Students are to manage the timing of their lesson effectively and complete all segments of the lesson.

### Assessment Task Support Information

Equipment required to complete this task:

- Students need to utilise all information on the Google Classroom including scaffolds to support their achievement in this task.
- Practical gear needs to be organised in advance to the coaching lesson through your teacher.
- Any RoSA student who does not submit this task will be placed on the campus N determination register.

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

- Outline your coaching session in the attached coaching plan - 10 marks
- Perform your coaching session in the 45 minute practical lesson – 10 marks
- Evaluate your coaching performance in 250 words identifying your strengths and weaknesses– 10 marks

Grade	Marking Criteria
<b>A</b>	<ul style="list-style-type: none"> <li>• Demonstrate extensive knowledge of their chosen sport</li> <li>• Demonstrate extensive understanding of coaching principles</li> <li>• Provide extensive evidence of their session planning</li> <li>• Present their coaching session in sequential order; introduction, warm-up, specific skill development activity, a drill to reinforce the skill in a game sense activity, cool down and conclusion</li> <li>• Utilise the entire 45 minute time frame</li> <li>• Provide an extensive evaluation of their coaching performance, analysing all of their strengths and weaknesses and used the 250 word count</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• Demonstrate thorough knowledge of their chosen sport</li> <li>• Demonstrate thorough understanding of coaching principles</li> <li>• Provide thorough evidence of their session planning</li> <li>• Present their coaching session in sequential order; introduction, warm-up, specific skill development activity, a drill to reinforce the skill in a game sense activity, cool down and conclusion</li> <li>• Utilise the majority of the 45 minute time frame</li> <li>• Provide a thorough evaluation of their coaching performance, analysing most of their strengths and weaknesses</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>• Demonstrate satisfactory knowledge of their chosen sport</li> <li>• Demonstrate satisfactory understanding of coaching principles</li> <li>• Provide satisfactory evidence of their session planning</li> <li>• Present their coaching session in non-sequential order and only address 3 of the areas required; introduction, warm-up, specific skill development activity, a drill to reinforce the skill in a game sense activity, cool down and conclusion</li> <li>• Utilise the 25 minutes of the 45 minute time frame</li> <li>• Provide a satisfactory evaluation of their coaching performance, analysing some of their strengths and weaknesses</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>• Demonstrate basic knowledge of their chosen sport</li> <li>• Demonstrate basic understanding of coaching principles</li> <li>• Provide basic evidence of their session planning</li> <li>• Present their coaching session in a non-sequential order and only address 2 of the areas required; introduction, warm-up, specific skill development activity, a drill to reinforce the skill in a game sense activity, cool down and conclusion</li> <li>• Utilise the 15 minutes of the 45 minute time frame</li> <li>• Provide a basic evaluation of their coaching performance, listing some of their strengths and weaknesses</li> </ul>
<b>E</b>	<ul style="list-style-type: none"> <li>• Demonstrate limited knowledge of their chosen sport</li> <li>• Demonstrate limited understanding of coaching principles</li> <li>• Provide limited evidence of their session planning</li> <li>• Present their coaching session in a non-sequential order and only address 1 of the areas required; introduction, warm-up, specific skill development activity, a drill to reinforce the skill in a game sense activity, cool down and conclusion</li> <li>• Utilise the 5-10 minutes of the 45 minute time frame</li> <li>• Provide a limited evaluation of their coaching performance, listing a strength and weakness</li> </ul>



## BERKELEY VALE CAMPUS PASS ASSESSMENT TASK

**Due Date:** Term 2 Week 5

<b>Title:</b> Practical Movement Skills Assessment		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 20%

### **Syllabus Outcomes:**

- 4.1** works collaboratively with others to enhance participation, enjoyment and performance
- 4.3** performs movement skills with increasing proficiency

### **Task Description:**

#### **Practical Movement Skills**

- This task will require you to participate in practical lessons to the best of your ability.
- Your teacher will observe your capabilities in the physical activity unit of work 'Netball' that has been studied this term.
- You will be assessed on your passing, defence and game awareness skills as well as your ability to participate safely in the unit.
- Your teacher will analyse and mark you on the following specific skill components:
  - 1. Attacking Skills - 5 Marks**
    - Finds, utilises and creates space
    - Maintains possession in pressure situations
    - Progresses the ball using a variety of approaches
  - 2. Defensive Skills - 5 Marks**
    - Operates effectively to shut down opposition
    - Can read play and force opposition error
    - Regularly intercepts and dispossesses the opposition
  - 3. Team Play - 5 Marks**
    - Consistently involved and enthusiastic
    - Can design and utilise tactics to improve team performance
    - Displays excellent knowledge of the game
    - Always positive and encourages team mates
  - 4. Safety - 5 Marks**
    - Students perform and demonstrate safe movements throughout the skill

### **Assessment Task Support Information**

Equipment required to complete this task:

- Be prepared for each lesson with the correct uniform (sport shorts, sport shirt and joggers)

Websites that can assist you include:

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

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

- 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 lesson
- Be prepared for each lesson with the correct uniform



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



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

**Due Date:** Term 1 Week 10

<b>Title:</b> Children's Growth and Development		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 25%

**Syllabus Outcomes:**

- 4.2** analyses and compares information from a variety of sources to develop an understanding of child growth and development.
- 4.3** applies appropriate evaluation techniques when creating, discussing and assessing information related to child growth and development.
- 3.1** discusses the importance of positive relationships on the growth and development of children

**Task Description:**

**Research task**

1. Select and investigate ONE area of growth and development that you feel is important in a child's life. This could comprise of any one of the following; linguistic, cognitive, physical, social, or emotional development.
2. Choose an activity for a child that is age appropriate and may help to enhance and develop the child in the developmental area you have chosen.
3. Deliver a 3 minute Power Point Presentation to the class. Your presentation should include the following:
  - A brief explanation of the developmental area you are focusing on including examples of skills/milestones you would expect to see in a child of the age you have chosen for the activity.
  - Describe and illustrate in detail how your chosen activity is played.
  - Explain how this activity helps to promote growth and development in children. Refer to the developmental area you have chosen and comment on any possible overlaps with other developmental areas (physical, cognitive, linguistic, social, emotional etc.).
  - Discuss how your chosen activity promotes positive relationships for the child.

**Assessment Task Support Information**

Students will need to complete two components for this task.

- Practical – prepare a Power Point presentation
- Theory- Discuss how a chosen activity promotes positive relationships that influence growth and development in children.

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

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

- Produce quality information
- Use correct referencing techniques
- Have a high standard of presentation

Grade	Marking Criteria
<b>A</b>	<ul style="list-style-type: none"> <li>• Selects an educational and stimulating activity for a child that promotes growth and development and is age appropriate</li> <li>• Presents a detailed and informative Power Point Presentation, linking the chosen activity to various areas of growth and development</li> <li>• Provides a comprehensive discussion on the effect positive relationships have on a child's growth and development</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• Selects a stimulating activity for a child that promotes growth and development and is age appropriate</li> <li>• Presents a Power Point Presentation, linking the chosen activity to various areas of growth and development</li> <li>• Provides a detailed discussion on the effect positive relationships have on a child's growth and development</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>• Selects an activity for a child that is age appropriate and/or promotes growth and development</li> <li>• Presents a sound Power Point Presentation, linking the chosen activity to various areas of growth and development</li> <li>• Provides a sound discussion on the effect positive relationships have on a child's growth and development</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>• Selects an activity for a child that is age appropriate</li> <li>• Presents a basic Power Point Presentation of the various areas of growth and development</li> <li>• Provides a basic discussion on the effect positive relationships have on a child's growth and development</li> </ul>



**BERKELEY VALE CAMPUS**  
**ASSESSMENT TASK**  
**MARINE STUDIES**

**Due Date:** Term 1 Week 10

<b>Title:</b> Shipwrecks ICT Task		<b>Teacher Name:</b> Green	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 25%

**Syllabus Outcomes:**

- 5.4.2 identifies, describes and evaluates policies for monitoring and conserving the marine environment
- 5.7.1 collect and organize data by accurately reading charts and graphs
- 5.7.2 recalls aspects of the marine environment using relevant conventions and terminology

**Task Description:**

Use ICT (such as PowerPoint, Prezi, Movie Maker, Google Slides) to **create** a smooth coherent presentation and submit online via your Google Classroom. The presentation must include:

**Section 1**

Discuss how the shipwreck Titanic improved Maritime Conventions.

In your answer expand on the following practices/regulations:

1. Lifeboats
2. PFDS
3. Distress Signals
4. Watertight Compartments
5. Lookouts-early warning
6. Muster Drill
7. Passenger manifest

**Section 2**

Shipwrecks are time capsules this means the way of life is preserved the moment that vessel has gone beneath the waves. Discuss the impact that the shipwreck Batavia had on Australian Maritime History.

**Section 3**

Discuss a local shipwreck expanding on the following points;

1. Location- Latitude/Longitude
2. History of vessel and its owners
3. Vessel construction
4. Cargo
5. Why it went to the bottom?
6. Significance of the wreck, lessons learnt.

**Section 4**

4. Captain James Cook and Matthew Flinders are known for their maritime navigation exploration. Discuss the impact they have had on Australian Maritime History.

Class time will be allocated to access computers and internet to research their topics.

**Assessment Task Support Information:**

Websites that can assist you include:

Australian Maritime Safety <https://www.amsa.gov.au/>

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

- Answer all sections
- Use appropriate terminology
- Show correct positions of protons, neutrons and electrons for your chosen element

Grade	Marking Criteria
<b>A</b>	<ul style="list-style-type: none"><li>• Identifies extensive knowledge of why shipwrecks are time capsules and relates this to the Batavia</li><li>• Demonstrates extensive understanding of the Titanic and its impact on Maritime Conventions</li><li>• Describes with extensive knowledge the impact that Cook and Flinders had on Australian Maritime History</li></ul>
<b>B</b>	<ul style="list-style-type: none"><li>• Identifies thorough knowledge of why shipwrecks are time capsules and relates this to the Batavia</li><li>• Demonstrates thorough understanding of the Titanic and its impact on Maritime Conventions</li><li>• Describes with thorough knowledge the impact that Cook and Flinders had on Australian Maritime History</li></ul>
<b>C</b>	<ul style="list-style-type: none"><li>• Identifies sound knowledge of why shipwrecks are time capsules and relates this to the Batavia</li><li>• Demonstrates sound understanding of the Titanic and its impact on Maritime Conventions</li><li>• Describes with sound knowledge the impact that Cook and Flinders had on Australian Maritime History</li></ul>
<b>D</b>	<ul style="list-style-type: none"><li>• Identifies basic knowledge of why shipwrecks are time capsules and relates this to the Batavia</li><li>• Demonstrates basic understanding of the Titanic and its impact on Maritime Conventions</li><li>• Describes with basic knowledge the impact that Cook and Flinders had on Australian Maritime History</li></ul>
<b>E</b>	<ul style="list-style-type: none"><li>• Identifies limited knowledge of why shipwrecks are time capsules and relates this to the Batavia</li><li>• Demonstrates limited understanding of the Titanic and its impact on Maritime Conventions</li><li>• Describes with limited knowledge the impact that Cook and Flinders had on Australian Maritime History</li></ul>



**BERKELEY VALE CAMPUS**  
**MARINE STUDIES ASSESSMENT TASK**

**Due Date:** Term 2 Week 10

<b>Title:</b> Marine Ecology Task		<b>Teacher Name:</b> Green	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 25%

**Syllabus Outcomes:**

**5.1.1** identifies and describes a range of marine ecosystems and investigates their complex interrelationships.

**5.4.1** identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment.

**5.4.2** identifies, describes and evaluates policies for monitoring and conserving the marine enviro

**Task Description:**

**Part 1**

Draw ***one food web*** from one of the many **Antarctic Ecosystems** covered in class.

Your food web must include the following:

- At least **8 organisms** in your food web
- Label each organism as either a **producer, carnivore, omnivore, herbivore** or **decomposer**
- Include pictures or diagrams of **at least 6** of these organisms
- Write out **one food chain** that is also located in the food web you constructed

**Part 2**

Using your food web as the example, answer the following question.

- Describe what would happen to the organisms in your food web if one of the organisms disappeared.
- Describe how energy flows through the ecosystem using a food pyramid.

Identify an example of each of the following from your food web.

- Competition between **2 carnivores** (name the carnivore and its prey)
- Competition between **2 herbivores** (name herbivores and their common food source)
- A **predator** and its **prey**

**Part 3**

The Antarctic environment is under threat from many human impacts. Choose one of the following and outline:

- How it is a threat to the Antarctic food web?
- What can be done to manage and minimize the impact on the Antarctic ecosystem?

**Human Impacts**

Climate change, tourism, mining, scientific research, invasive species and fishing

**Assessment Task Support Information:**

Websites that can assist you are:

[www.coolantarctica.com](http://www.coolantarctica.com)

[www.antarctica.gov.au](http://www.antarctica.gov.au)

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

- Answer all parts
- Use appropriate terminology
- Carefully read marking criteria

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

# Science







## BERKELEY VALE CAMPUS ASSESSMENT TASK

**Plan Due Date:** Term 1 Week 4  
**Due Date:** Term 1 Week 6

<b>Title:</b> Collaborative Depth Study (CDS)		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 25%

### Syllabus Outcomes:

**SC5 – WS4** develops questions or hypotheses to be investigated scientifically.

**SC5 – WS5** produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively.

**SC5 – WS6** undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively.

**SC5 – WS7** processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidenced-based arguments and conclusions.

**SC5 – WS8** applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems.

**SC5 – WS9** presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations.

### Task Description:

From discovering the structure of DNA, exploring space or saving the panda, collaboration is a key part of the scientific process. This task requires you to **work with a group** to research, design, conduct and report on an experiment of your choice.

In this task you will **develop a plan** for your experiment. This will be **submitted to your teacher** Week 4 for feedback. You will then have until Week 8 to conduct your **experiment** and **complete the report**. You will be given **4 lessons** in class to work on your experiment and report. The rest of the work must be completed in your own time.

Your group project may involve:

- Designing an experiment to test an idea of your own
- Designing an experiment to test a device
- Designing an experiment to test a claim (eg. Does a brand-name shampoo increase hair strength?)

Whichever option your group chooses, there are a number of steps which are mandatory, including:

- Selecting a problem to investigate
- Researching background information on the problem
- Develop a plan for your investigation
- Conduct the experiment by repeating and averaging results and developing graphs and tables
- Compile a formal report where you analyse and discuss your results and form a conclusion
- Listing of references used during your research

### Extension Opportunities:

You may present the report of your experiment in any format you choose provided it meets the marking criteria. For example, you may create a written report, a PowerPoint, a YouTube Video, a speech or a website.

### **Assessment Task Support Information**

A list of suggested activities is provided below, or your group may wish to come up with your own problem to investigate. The marking guidelines are provided as is a scaffolded scientific report to be used as a guide on how to set out your report.

- The presence of more leaves on a flower stalk causes it to lose water faster from a vase
- Soapy waste water from the bath or washing machine is as effective as tap water for plant growth
- Crystals dissolve faster in hot water
- A tennis ball will bounce higher than a golf ball
- The size of a balloon rocket will determine how fast it goes
- Cotton thread is stronger than polyester thread
- Sorbent toilet paper is stronger than Kleenex toilet paper
- The amount of salt in water determines how fast it will boil
- Growth of plants is affected by the amount of water
- Sorbent paper towels hold more water than a cheaper brand of papertowel
- A paper aeroplane with a shorter wingspan will fly further than a paper aeroplane with a longer wingspan
- A warm tennis ball will bounce higher than a cold tennis ball.

It is suggested you use [Google Docs](#) to write your report. This allows several people to access the document simultaneously and changes are saved automatically.

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

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

- Communicate well within my group
- Assign each member a role – **show this in the log book**
- Collaboratively design an experiment
- Select a problem that can be investigated scientifically
- Submit a plan for feedback
- Communicate findings using appropriate methods
- Carefully read marking criteria

#### **Note on collaboration:**

If you have any concerns about a group member or members not contributing sufficiently to complete the project, it is your responsibility to approach your classroom teacher about this BEFORE the task is due.

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



## BERKELEY VALE CAMPUS ASSESSMENT TASK

**Draft Due Date:** Term 2 Week 4  
**Due Date:** Term 2 Week 6

<b>Title:</b> Peer Assessed Genetics Poster Task		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 25%

### Syllabus Outcomes:

**SC5 – WS9** presents science ideas and evidence for a particular purpose and to a specific audience using appropriate scientific language, conventions and representations

**SC5 – LW14** analyses interactions between components and processes within biological systems.

**SC5 – LW15** explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society.

### Task Description:

This is a **peer assessed** Genetics Task. You will have **two weeks** to work on the task. After that time, you must bring the task to school where it will be assessed by one of your peers. The draft is worth 20% of the overall mark.

You will then have **two more weeks** to continue working on the task **based on the feedback** you receive. It will be reassessed by one of your peers using the marking criteria provided. The final is worth 80% of the overall mark.

You must research the family tree of an individual:

- With a **genetic disorder** (eg Prince Leopold and Alexei Nikolaevich suffer haemophilia) **OR**
- Who has **inbreeding** in their family tree (eg Tutankhamun is the child of a brother and sister and also married his sister)

**Note:** You may use your own family tree if you wish.

### Part 1

Your task is to **draw** the family tree showing:

- A minimum of **3 generations** (eg Parents, the individual, and the individual's children **OR** the grandparents, the parents and the individual)
- The **correct symbols** for males and females
- The **correct symbols** for affected, non-affected and carriers
- The **correct symbols** for marriages and siblings
- Include **pictures** of at least two individuals
- Include a bibliography identifying where you found your information

### Part 2

You must research the disorder **OR** inbreeding and:

- Identify** how common it is within Australia **compared** to other parts of the world
- Describe** how the disease is inherited (is it recessive or dominant, is it autosomal or sex linked) **OR** **Describe** why inbreeding is likely to lead to defects in offspring
  - Explain** how the disorder or inbreeding affects individuals and their offspring (eg physical/ mental health)
  - Justify** whether couples should undergo genetic testing prior to having children

**Assessment Task Support Information**

Information will be provided in class by your teacher regarding;

- Ideas about individuals you could research.

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

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

- Select an individual to research
- Draw their family tree
- Research the disorder or inbreeding which features in their family tree

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

# TAS

Includes:

Industrial Technology Building and Construction

Food Technology

Agriculture





**BERKELEY VALE CAMPUS**  
**AGRICULTURE ASSESSMENT TASK**

**Due Date:** Term 1 Week 9

<b>Title:</b> Apiculture		<b>Teacher Name:</b> Simone Neville	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 20%

**Syllabus Outcomes:**

**5.3.1** investigates and implements responsible production systems for plant and animal enterprises

**5.3.2** investigates and applies responsible marketing principles and processes

**Task Description:**

**Research assignment**

1. Students (in small groups of two or three) are to research and submit a written assignment detailing information about the outputs from a working bee hive. Include such things as honey, wax, propolis, queen jelly, bees etc.
2. The small groups are then to choose ONE of the outputs that they have researched and create an advertising campaign, business/company name, product branding, labels, packaging etc to market and/or “value add” their product to Berkeley Vale Campus teachers.

Each student is expected to participate in this task, class time will be allocated to allow them to work creatively together.

**Assessment Task Support Information**

Students will need to complete the following components for this task:

- Research and submit a written assignment about the outputs of a beehive (group activity)
- Practical – work in pairs or groups of three to complete each required component of this task
- Create a suitable marketing campaign for their chosen beehive output
- Submit all components by the due date.

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

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

- Work as part of a small group to research the outputs of a working beehive.
- Use appropriate agricultural terminology
- Work creatively and collaboratively with my group to develop a marketing campaign for our selected beehive output
- Create the required elements to market our selected output to staff at Berkeley Vale Campus
- Submit all required components on or before the due date

Grade	Marking Criteria
<b>A</b>	<ul style="list-style-type: none"> <li>• Student extensively participates in all group work, researching and presenting information. Shows great communication skills and ensures that all work is completed by the group to an extremely high standard and submitted on or before the due date</li> <li>• Student works collaboratively with fellow group members to submit outstanding written research work</li> <li>• Marketing campaign for chosen beehive output is outstanding</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• Student participates thoroughly in all group work, researching and presenting information. Shows good communication skills and ensures that all work is completed by the group to a high standard and submitted on or before the due date</li> <li>• Student works collaboratively with fellow group members to submit well written research work</li> <li>• Marketing campaign for chosen beehive output is thorough</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>• Student participates in group work, researching and presenting information</li> <li>• Shows satisfactory communication skills and ensures that work is completed by the group to a satisfactory standard and submitted on or before the due date</li> <li>• Student works collaboratively with fellow group members to submit research work. Marketing campaign for chosen beehive output is satisfactory</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>• Student participates at times in group work, researching and presenting information. Shows some communication skills and ensures that work is completed by the group to a satisfactory standard and submitted</li> <li>• Student works collaboratively at times with fellow group members to submit research work. Marketing campaign for chosen beehive output is partially completed</li> </ul>
<b>E</b>	<ul style="list-style-type: none"> <li>• Student makes little effort to participate in group work, researching and presenting of information</li> <li>• Shows few communication skills or interest in assisting complete the set tasks</li> <li>• Student seldom works collaboratively with fellow group members to submit research work. Marketing campaign for chosen beehive output is partially completed or not submitted on time</li> </ul>





**BERKELEY VALE CAMPUS**  
**AGRICULTURE ASSESSMENT TASK**

**Due Date:** Term 2 Week 6

<b>Title:</b> Innovations in Agriculture		<b>Teacher Name:</b> Simone Neville	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 20%

**Syllabus Outcomes:**

**5.4.1** evaluates the impact of past and current agricultural practices on agricultural sustainability

**5.5.2** collects and analyses agricultural data and communicates results using a range of technologies

**Task Description:**

**Research assignment**

Each student must select **ONE** innovative product/idea that they can source on-line or via other sources such as the Tocal Field Days and the Sydney Royal Show. Examples of Innovations in Agriculture that they could choose to complete their assessment task on are listed below.

- Drone use in farming
- Transgenic cotton
- Farmbot
- Robotics in Agriculture
- Robotic Dairying
- Flow Hive
- Biotechnology
- Beefie App – weight estimator for cattle
- Integrated Pest Management
- National Livestock Identification System
- Radio Frequency Identification Devices
- Wireless Water Monitoring Systems
- Bio Bowser
- Moocall
- Fabric Innovations ( eg [www.wool.com/Design-and-Market\\_Innovation-collections.htm](http://www.wool.com/Design-and-Market_Innovation-collections.htm))
- Global Positioning System use in Agriculture etc

Students need to present the necessary information in a power point (or similar format) to their respective class.

The following points must be answered/covered through the course of the power point presentation.

- Title & bibliography
- What is it, and what does it do?
- Why is it needed?
- Where is it made?
- Where can we get it from?
- What has been its impact?
- Advantages/Disadvantages?
- Costs?
- Any other relevant and interesting information?

To make their power point presentation as interesting as possible, students will need to include as many photos and interesting facts as they can.

A title page and a bibliography are also necessary.

All power points must be submitted on or before the due date on a thumb drive in a labelled plastic zip lock bag.

Each student will be required to present their **power point presentation** to their class about their allocated innovative product or idea.

Each student will be required to have saved their power point presentation onto a thumb drive and must be prepared to show it to the class on their allocated presentation day via a data projector.

Power points may have relevant embedded movies, sound and other features.

### **Assessment Task Support Information**

Students will need to complete the following components for this task:

- Research innovations in Australian Agriculture.
- Create a power point (or similar) focusing on **ONE** innovation.
- Submit power point by the due date.
- Present their power point to the class at an appropriate time.

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

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

- Work individually to research various innovations in Agriculture
- Use appropriate agricultural terminology
- Work creatively to create a power point about their chosen innovation
- Submit Innovation power point on or before the due date
- Present power point to the class

Grade	Marking Criteria
<b>A</b>	<ul style="list-style-type: none"> <li>• Student extensively researches an Agricultural Innovation</li> <li>• Displays great communication skills and ensures that all work is completed to an extremely high standard</li> <li>• Creates an outstanding power point presentation (or similar) on their chosen innovation. Student presents power point to the class when required</li> <li>• Power point is submitted on or before the due date</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• Student researches an Agricultural Innovation</li> <li>• Displays good communication skills and ensures that all work is completed to a high standard. Creates a good power point presentation (or similar) on their chosen innovation</li> <li>• Student presents power point to the class when required</li> <li>• Power point is submitted on or before the due date</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>• Student researches an Agricultural Innovation</li> <li>• Displays satisfactory communication skills and ensures that all work is completed to a satisfactory standard</li> <li>• Creates a satisfactory power point presentation (or similar) on their chosen innovation. Student presents power point to the class when required</li> <li>• Power point is submitted on or before the due date</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>• Student does some research on an Agricultural Innovation</li> <li>• Displays some communication skills and completes all or some of their power point to a degree</li> <li>• Creates a power point presentation (or similar) on their chosen innovation. Student presents power point to the class when required</li> <li>• Power point is submitted on or before the due date</li> </ul>
<b>E</b>	<ul style="list-style-type: none"> <li>• Student does little research on an Agricultural Innovation</li> <li>• Displays some communication skills and completes some of their power point to a degree. Creates a partial power point presentation (or similar) on their chosen innovation</li> <li>• Student reluctantly presents power point to the class when required</li> <li>• Power point is submitted</li> </ul>



**BERKELEY VALE CAMPUS**  
**FOOD TECHNOLOGY ASSESSMENT TASK**

**Due Date:** Term 1 Week 7

<b>Title:</b> Aussie Tucker Speech		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 25%

**Syllabus Outcomes:**

**5.4.2** communicates ideas and information using a range of media and appropriate terminology.

**5.6.1** examines the relationship between food, technology and society

**Task Description:**

Students develop and present a 3 minute presentation using a digital aid to the Year 10 Food Technology class. Students must include the following in their speech:

- Give a brief overview of how Australian cooking has been influenced by bush tucker.
- Choose one of the following Australian bush tucker ingredients and explain how the ingredient has evolved over the last 100 years and is used in current food trends and contemporary cooking today. (Lemon Myrtle, Kangaroo meat, Crocodile or Macadamia)
- Explain the characteristics of this ingredient. Characteristics may include taste, aroma, health benefits, form eg. oil, spice.
- Explain how this native ingredient is used in 2 contemporary cooking recipes in society today. For example; Lemon Myrtle can be used in lemon myrtle cheesecake
- Explain how this ingredient has been processed to allow it to be sold commercially. For example; jarring, drying, pickling, roasting
- List two restaurants that use your chosen ingredient or another bush tucker ingredient on their menu
- A bibliography must be included at the end of your presentation citing all research material used. A minimum of 3 sources must be used. Please see scaffold

Students will plan and prepare a 3 minute presentation using a type of media eg, Powerpoint, Prezi etc. Please check with your teacher to ensure the type of media chosen is appropriate.

Students will present the presentation in Kitchen 2 using the projector. Students may bring in their own laptop or use the teacher's laptop.

The presentation must be completed individually.

Students may bring in any other prop needed to make the presentation interesting and engaging.

**Assessment Task Support Information**

You will sign the document register to acknowledge receipt of this notification.

- If you are absent on the day, you must provide appropriate documentation (E.g. Medical Certificate/Illness/Misadventure form).
- Student responses will be corporate marked by Year 10 TAS teachers. Teachers will use student examples to ensure alignment of grades and consistency when marking.
- Feedback will be given to students in the form of the marking criteria attached, individualised written feedback from class teacher and anonymous work samples demonstrating a range of grades.

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

Grade	Marking Criteria
<b>A</b>	<ul style="list-style-type: none"> <li>Students proficiently use a presentation web tool to present findings in a clear and concise manner using excellent metalanguage relating to Australian Bush Tucker</li> <li>Students extensively justify the relationship between the chosen ingredient and how this ingredient has been used in the evolution of Australian Cuisine</li> <li>Students present an outstanding speech lasting between 3-4 minutes</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>Students proficiently use a presentation web tool to present findings in a clear and concise manner using high metalanguage relating to Australian Bush Tucker</li> <li>Students thoroughly justify the relationship between the chosen ingredient and how this ingredient has been used in the evolution of Australian Cuisine</li> <li>Students present a thorough 3 minute speech</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>Students satisfactorily use a presentation web tool to present findings in a clear and concise manner using satisfactory metalanguage relating to Australian Bush Tucker</li> <li>Students thoroughly justify the relationship between the chosen ingredient and how this ingredient has been used in the evolution of Australian Cuisine</li> <li>Students present a sound 3 minute speech</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>Students use a basic presentation web tool to present findings using basic metalanguage relating to Australian Bush Tucker</li> <li>Students justify the relationship between the chosen ingredient and how this ingredient has been used in the evolution of Australian Cuisine in a basic manner</li> <li>Students present a basic 2-3 minute speech</li> </ul>
<b>E</b>	<ul style="list-style-type: none"> <li>Students present findings using limited metalanguage relating to Australian Bush Tucker</li> <li>Students use limited language to describe the relationship between the chosen ingredient and how this ingredient has been used in the evolution of Australian Cuisine</li> <li>Students present a limited 1-2 minute speech</li> </ul>



**BERKELEY VALE CAMPUS**  
**FOOD TECHNOLOGY**  
**ASSESSMENT TASK**

**Due Date:** Term 1 Week 8

<b>Title:</b> Multicultural Influences on Aussie Tucker		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 25%

**Syllabus Outcomes:**

**5.3.2** justifies food choices by analysing the factors that influence eating habits

**5.6.2** 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.

1. **Theoretical**- Create a website and recipe card outlining the impact of one cultural group (that has migrated to Australia) on Australia's food industry. Use the scaffold provided.
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 **correct** web link is due to be submitted at the beginning of the practical lesson on your Google Classroom

**Assessment Task Support Information**

- You will sign the document register to acknowledge receipt of this notification
- If you are absent on the day, you must provide appropriate documentation (E.g. Medical Certificate/Illness/Misadventure form)
- Student responses will be corporate marked by Year 10 TAS teachers. Teachers will use student examples to ensure alignment of grades and consistency when marking
- Feedback will be given to students in the form of the marking criteria attached, individualised written feedback from class teacher and anonymous work samples demonstrating a range of grades

**Equipment required to complete this task: Practical**

- Apron, hairnet, enclosed shoes, tea towel, dish cloth and table setting (tablecloth, placemat, decorations etc).
- You may order 3 ingredients from the school. The budget for each order is \$5. The order sheet must be submitted by Wednesday of Week 6. All other ingredients must be brought in by you and your partner.

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

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

**Theoretical**

- Answer all sections
- Correctly reference my sources (see bibliography scaffold attached)
- Provide the correct web link on your Google Classroom by the due date otherwise marks will be reduced by 10% per day.

**Practical**

- Demonstrate OHS and hygienic skills
- Overall Presentation

## Part 1- Theoretical

Select one cultural group that have migrated to Australia and create a website and recipe card

My chosen cultural group is: \_\_\_\_\_

You must create the website individually; however, the practical component can be completed in pairs.

Your website must include the following web pages:	Mark
<b>Page 1:</b> The history of your culture arriving into Australia	/10
<b>Page 2:</b> <i>Explain</i> how this culture has influenced: <ul style="list-style-type: none"><li>Food preparation techniques;</li><li>Foods eaten;</li><li>Food habits (<i>hint</i>: explain the social setting that this cuisine is consumed in e.g. takeaway, restaurant, at home (backyard vs at the dinner table), consumed by self or with others etc).</li></ul>	/15
<b>Page 3:</b> <ul style="list-style-type: none"><li><b>List</b> 5 foods from your chosen cultures cuisine which you can now purchase as a takeaway food in Australia.</li><li>What are the health implications of consuming this takeaway over the long term on the individual and society? (Hint: consider the ingredients/cooking methods and health conditions that may arise).</li></ul>	/10
<b>Page 5: Referenced bibliography. You can find a scaffold on Google Classroom.</b>	/5
<b>Presentation-</b> The webpage must be processed to a professional standard. Marks will be allocated for: Images, heading/subheadings, appropriate font and size	/5
<b>Recipe Card:</b> Design an A4 recipe card for your dish to present at the 'Multicultural Feast'. You can use the program 'Canva' to assist you with this and then import the image in to your website. Include the following information; recipe (including ingredients and method) and appropriate images. <b><u>Note: This recipe card can be completed as part of a team.</u></b> <b>Submission on the Google Classroom is required.</b>	/5

## Part 2- Practical –Multicultural Feast

Practical Criteria	Mark
<u>Plan, prepare and present</u> a <u>traditional meal</u> that you have chosen from your cultural group (classroom management, recipe evident etc.)  You must make enough so that everyone in your class can have a <u>small</u> tasting. <b>Note: You must submit your recipe and the weblink for your website at the start of the lesson.</b>	Presentation /5 Skill /5 Overall practical effort /5
You are to be prepared and <b>order 3 ingredients</b> for your multicultural dish. The rest you must bring in yourself.	/10
Bring all required equipment: Apron, hairnet, tea towel, dish cloth, leather shoes	/5
You are to present your meal using appropriate table cloths, <b><u>table decorations</u></b> and recipe card.	/5
This meal can be cooked in pairs, within the time constraints of the lesson. You will present and taste during lunchtime after the period.	/5

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





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

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

<b>Title:</b> Garage Frame, Roof and Cladding		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 25%

**Syllabus Outcomes:**

- 5.1.1** identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes
- 5.2.2** identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- 5.4.1** selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

**Task Description:**

You are required to construct a scale model of a garage dwelling or granny flat. The design must adhere to all building and construction standards.

You will be required to:

**Part 1: Framing**

- Draw a scale drawing of each wall in your construction complete with measurements and labelling of each structural part of the wall frame
- Using your workshop drawing, create a cutting list with all framing components and measure, mark and prepare your framing parts using hand tools and machines
- Assemble all your components using correct procedure

**Part 2: Trussed Roof**

- Draw a scale drawing of a truss roof that will be used on your frame complete with measurements and labelling of each component of the truss
- Using your workshop drawing, create a cutting list with all truss roof components and measure, mark and prepare your truss using hand tools and machines
- Assemble all your components using correct procedure

**Part 3: Cladding**

- Using your scale model project, measure and cut material to clad the outside of your project.
- Fix your cladding material to your wall frame complete with trimmings

**Assessment Task Support Information**

Equipment required to complete this task:

- Hand tools/machines
- Sketchup

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

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

- Work safely using tools and equipment.
- Accurately cut and construct components.
- Clear and accurate drawings.

	Marking Criteria
<b>A</b>	<ul style="list-style-type: none"> <li>Displays advanced technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects of excellent quality, independently assessing and managing risks and consistently applying safe work practices.</li> <li>Independently and consistently applies skills and design principles to the development and production of new projects.</li> </ul> <p> <input type="checkbox"/> Drawing         <input type="checkbox"/> Cutting List         <input type="checkbox"/> Frame         <input type="checkbox"/> Truss         <input type="checkbox"/> Cladding       </p>
<b>B</b>	<ul style="list-style-type: none"> <li>Displays high-level technical skills in identifying and using appropriate materials and hand and machine tools to produce high quality practical projects, assessing and managing risks and applying safe work practices.</li> <li>Consistently applies skills and design principles to the development and production of new projects.</li> </ul> <p> <input type="checkbox"/> Drawing         <input type="checkbox"/> Cutting List         <input type="checkbox"/> Frame         <input type="checkbox"/> Truss         <input type="checkbox"/> Cladding       </p>
<b>C</b>	<ul style="list-style-type: none"> <li>Displays technical skills in identifying and using appropriate materials and hand and machine tools, to produce practical projects of sound quality, identifying and managing risks and applying safe work practices.</li> <li>Applies skills and design principles to the development and production or modification of projects.</li> </ul> <p> <input type="checkbox"/> Drawing         <input type="checkbox"/> Cutting List         <input type="checkbox"/> Frame         <input type="checkbox"/> Truss         <input type="checkbox"/> Cladding       </p>
<b>D</b>	<ul style="list-style-type: none"> <li>Displays basic technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects, identifying and managing some risks, and applying safe work practices.</li> <li>Applies basic skills and design principles to the development and production or modification of projects.</li> </ul> <p> <input type="checkbox"/> Drawing         <input type="checkbox"/> Cutting List         <input type="checkbox"/> Frame         <input type="checkbox"/> Truss         <input type="checkbox"/> Cladding       </p>
<b>E</b>	<ul style="list-style-type: none"> <li>With guidance, displays very limited technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects.</li> <li>With assistance, applies elementary skills and design principles to the production or modification of projects.</li> </ul> <p> <input type="checkbox"/> Drawing         <input type="checkbox"/> Cutting List         <input type="checkbox"/> Frame         <input type="checkbox"/> Truss         <input type="checkbox"/> Cladding       </p>



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

**Due Date:**  
**Term 2**  
**Week 9**

<b>Title:</b> Construction Skills- Design, Plan and Construct (Tiling)		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 25%

**Syllabus Outcomes:**

5.2.1 applies design principles in the modification, development and production of projects  
5.5.1 applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects  
5.6.1 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

**Task Description:** Students are to design, plan and construct a tiling mosaic related to Aboriginal culture. Your design will be placed in the Aboriginal Yarning Circle at the front of the school. During the production of this project you will complete the following:

- A Safe Work Method Statement (SWMS) of the construction work which is to be carried out.
- Research Aboriginal silhouette ideas for the design of your tiling project.
- Produce a sketch which will outline the colouring coding for your design.
- Create a project costing list which includes estimates, quantities and price of materials to be used in the project.
- Transfer your silhouette design onto a concrete paver/board.
- Cut and fit tiles to your design ensuring a consistent size is maintained.
- Safely gluing mosaic tiles to your design ensuring that is safe for future use.
- Grout and finish tiling mosaic to ensure a safe and quality finish.
- Production of a **peer evaluation** document on the completed project

**Assessment Task support Information**

Equipment required to complete this task:

- Hand tools and machines
- Internet Overhead projector

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

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

- Work Safely using tools and equipment
- Produce a quality silhouette image
- Shaping and glue materials accurately and safely
- Accurately grout and ensure no sharp edges are present on the project.

	Marking Criteria
<b>A</b>	<ul style="list-style-type: none"> <li>Independently and consistently applies skills and design principles to the development and production of new projects.</li> <li>Evaluates the suitability of materials for specific applications and the functional, aesthetic, environmental and economic aspects of projects and commercial products.</li> </ul> <p> <input type="checkbox"/> SWMS                      <input type="checkbox"/> Silhouette idea                      <input type="checkbox"/> Colour Coding                      <input type="checkbox"/> Costing list  Sketch </p> <p> <input type="checkbox"/> Tile spacing                      <input type="checkbox"/> Grouting                      <input type="checkbox"/> Peer evaluation </p>
<b>B</b>	<ul style="list-style-type: none"> <li>Consistently applies skills and design principles to the development and production of new projects.</li> <li>Analyses the suitability of materials for specific applications, and the functional, aesthetic, environmental and economic aspects of projects and commercial products.</li> </ul> <p> <input type="checkbox"/> SWMS                      <input type="checkbox"/> Silhouette idea                      <input type="checkbox"/> Colour Coding                      <input type="checkbox"/> Costing list  Sketch </p> <p> <input type="checkbox"/> Tile spacing                      <input type="checkbox"/> Grouting                      <input type="checkbox"/> Peer evaluation </p>
<b>C</b>	<ul style="list-style-type: none"> <li>Applies skills and design principles to the development and production or modification of projects.</li> <li>Describes the suitability of materials for specific applications, and the functional, aesthetic, environmental and economic aspects of projects and commercial products.</li> </ul> <p> <input type="checkbox"/> SWMS                      <input type="checkbox"/> Silhouette idea                      <input type="checkbox"/> Colour Coding                      <input type="checkbox"/> Costing list  Sketch </p> <p> <input type="checkbox"/> Tile spacing                      <input type="checkbox"/> Grouting                      <input type="checkbox"/> Peer evaluation </p>
<b>D</b>	<ul style="list-style-type: none"> <li>Applies basic skills and design principles to the development and production or modification of projects.</li> <li>Outlines properties of materials that make them suitable for specific applications, and identifies functional, aesthetic, environmental and economic aspects of products and commercial products.</li> </ul> <p> <input type="checkbox"/> SWMS                      <input type="checkbox"/> Silhouette idea                      <input type="checkbox"/> Colour Coding                      <input type="checkbox"/> Costing list  Sketch </p> <p> <input type="checkbox"/> Tile spacing                      <input type="checkbox"/> Grouting                      <input type="checkbox"/> Peer evaluation </p>
<b>E</b>	<ul style="list-style-type: none"> <li>With assistance, applies elementary skills and design principles to the production or modification of projects.</li> <li>Identifies some properties of materials that make them suitable for specific applications, and identifies some aspects of products and commercial products.</li> </ul> <p> <input type="checkbox"/> SWMS                      <input type="checkbox"/> Silhouette idea                      <input type="checkbox"/> Colour Coding                      <input type="checkbox"/> Costing  Sketch </p> <p> <input type="checkbox"/> Tile spacing                      <input type="checkbox"/> Grouting                      <input type="checkbox"/> Peer evaluation </p>

