



YEAR 9 ASSESSMENT POLICY

INTRODUCTION

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

Assessments at a glance - Planning Grid – Term 1

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

Assessments at a glance - Planning Grid – Term 2

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

CAPA

Includes:

Music

Photography

Visual Arts





BERKELEY VALE CAMPUS MUSIC ASSESSMENT TASK

Due Date: Term 1 Week 8

Title: Performance 1		Teacher Name: Mr Sanderson/Mr Butler	
Year: 9	Stage: 5	Task Number: 2	Weighting: 25%

Syllabus Outcomes:

- 5.1** performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- 5.3** performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness

Task Description:

Students are required to perform a piece of music which is relevant to the topic studied: Australian Music. The chosen piece *may* be selected from the material studied throughout the course of the unit but students are encouraged to find their own material to perform (provided it fits the topic of Australian Music). Students may perform on any instrument of their choice and may choose to perform solo or as a member of an ensemble.

Students will be assessed on:

- **Pitch:**
 - Are the instruments tuned?
 - Are the correct notes played?
 - Is the song played in a suitable key for all performers?
- **Duration:**
 - Is the tempo correct and consistent?
 - Are all rhythms performed correctly and consistently?
- **Dynamics & Expressive Techniques:**
 - Is the volume appropriate? Can all parts be heard?
 - Are there appropriate changes in the dynamics throughout the performance?
 - Is the piece performed with appropriate expression?

Assessment Task Support Information

Students experiencing difficulty are encouraged to discuss options with their teacher. Some things to consider:

- You may play a song you have learned in class
- You may have a teacher or students outside of your class perform with you

If you feel anxious about performing, please speak with your teacher.

To do well in this assessment task I must:

- Choose a song early and have a clear idea of how the finished performance will sound
- Practise your instrument every day
- Seek regular help and feedback from your teacher

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • A student clearly and perceptively communicates an extensive knowledge of music as an artform and demonstrates perceptive understanding and accuracy of pitch, duration, dynamics and expressive techniques • The student confidently performs solo or as a prominent member of an ensemble • The chosen repertoire shows extensive understanding of the topic: Australian Music
B	<ul style="list-style-type: none"> • A student communicates a thorough knowledge of music as an artform and demonstrates understanding and accuracy of pitch, duration, dynamics and expressive techniques • The student shows confidence in performing solo or as a prominent member of an ensemble • The chosen repertoire shows thorough understanding of the topic: Australian Music
C	<ul style="list-style-type: none"> • A student communicates a sound knowledge of music as an artform and demonstrates understanding and accuracy of pitch, duration, dynamics and expressive techniques • The student shows some confidence in performing solo or as a prominent member of an ensemble • The chosen repertoire shows sound understanding of the topic: Australian Music
D	<ul style="list-style-type: none"> • A student communicates a basic knowledge of music as an artform and demonstrates limited understanding and accuracy of pitch, duration, dynamics and expressive techniques • The student shows basic skill or limited confidence in performing solo or as a prominent member of an ensemble • The chosen repertoire shows basic understanding of the topic: Australian Music
E	<ul style="list-style-type: none"> • A student communicates an elementary knowledge of music as an artform and demonstrates flaws in the understanding and accuracy of pitch, duration, dynamics and expressive techniques • The student shows elementary skill or lack of confidence in performing solo or as a prominent member of an ensemble • The chosen repertoire demonstrates elementary understanding of the topic: Australian Music



BERKELEY VALE CAMPUS MUSIC ASSESSMENT TASK

Due Date: Term 1 Week 6

Title: Listening and Research		Teacher Name: Mr Sanderson/Mr Butler	
Year: 9	Stage: 5	Task Number: 1	Weighting: 20%

Syllabus Outcomes:

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

Task Description:

Students are required to write a report about the meaning and context of the song “From Little Things, Big Things Grow” written by Australian musicians Paul Kelly and Kev Carmody.

Students should consider the following in their responses:

- What is the story behind the lyrics?
- What is the relevance of this song to Aboriginal culture and history in modern Australia?
- What is the musical style? Why is this style appropriate for the song?
- Discuss the technical aspects of the music in reference to the concepts. For example: Instrumentation, time signature, tempo, chord progression, structure.

Responses should be at least one A4 page in length, be neatly presented and include correct spelling, grammar and punctuation. It is expected that students will use proper sentence and paragraph structure (for example TXXXC paragraph structure).

Assessment Task Support Information

This assignment relates to the topic studied in class - Australian Music. Students are expected to take additional notes, catch up on missed work and seek help if necessary. Students should ensure they refer to the concepts of music in their report.

To do well in this assessment task I must:

- Address the 4 main points as listed above
- Use the internet for research
- Give drafts to your teacher for feedback

Grade	Marking Criteria
A	<ul style="list-style-type: none"> Extensively interprets and explains the meaning of the song in context of modern Australian and Aboriginal History Describes the musical aspects of the song to extensive depth, demonstrating a strong understanding of the concepts of music Is well structured with no mistakes in spelling, punctuation or grammar
B	<ul style="list-style-type: none"> Thoroughly interprets and explains the meaning of the song in context of modern Australian and Aboriginal History Describes the musical aspects of the song to thorough depth, demonstrating a good understanding of the concepts of music Is well structured with few mistakes in spelling, punctuation or grammar
C	<ul style="list-style-type: none"> Gives a sound interpretation and explanation of the meaning of the song in context of modern Australian and Aboriginal History Describes the musical aspects of the song to sound depth, demonstrating some understanding of the concepts of music Contains minor errors in structure, spelling, punctuation and/or grammar
D	<ul style="list-style-type: none"> Gives a basic interpretation and explanation of the meaning of the song Describes the musical aspects of the song to basic depth, demonstrating a limited understanding of the concepts of music Contains errors in structure, spelling, punctuation and/or grammar
E	<ul style="list-style-type: none"> Gives a flawed or incomplete interpretation and explanation of the meaning of the song Does not accurately describe the musical aspects of the song and does not refer to the concepts of music Contains many errors in structure, spelling, punctuation and/or grammar



BERKELEY VALE CAMPUS
PHOTOGRAPHY ASSESSMENT TASK

Due Date: Term 1 Week 7

Title: Case Study of Portrait Photography		Teacher Name:	
Year: 9	Stage: 5	Task Number: 1	Weighting: 25%

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
- 5.10** constructs different critical and historical accounts of photographic and digital works

Task Description: Case Study

Choose **ONE** photographer from the list.

- Anne Zahalka – (*Photography Production and Appreciation* textbook pp 208-211)
- OR**
- Shoichi Aoki – (*Photographic and digital media ideas/actions* pp 93-97)

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

Make sure the information is related to portrait photography

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

Assessment Task Support Information

Students can negotiate a photographer to investigate with their teacher

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 the Art computers for research

Criteria For Marking:

You will be assessed on how well you:

- Research your chosen photographer using the textbook and/or Internet research
- Demonstrate your understanding of the photographers practice
- Use and understand the Photography metalanguage (Selected Photography terms)
- Demonstrate the relationship between the Photographer's Body of Work and the photographer

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • One photographer has been researched to an outstanding level • Responses to the photographer's work indicate a sophisticated understanding or the digital art's intent • Two examples of each digital artist's work has been included and labelled appropriately, each work is analysed and interpreted to an excellent standard • All parts of the task have been answered in full sentences and show a deep understanding of the content • Work has been presented to an outstanding standard
B	<ul style="list-style-type: none"> • Extensive research on one photographer • Responses to the photographer's work indicate a good understanding or the digital art's intent • Two examples of each digital artist's work has been included and labelled appropriately. Each work is analysed and interpreted to a high standard • All parts of the task have been answered in full sentences and show a good understanding of the content • Work has been presented to a high standard
C	<ul style="list-style-type: none"> • One photographer has been research to a satisfactory level • Responses to the photographer's work indicate a substantial understanding or the digital art's intent • Two examples of each digital artist's work has been included and labelled appropriately. Each work is analysed and interpreted to a high substantial level • All parts of the task have been answered in full sentences and show a substantial understanding of the content • Work has been presented to a sound standard
D	<ul style="list-style-type: none"> • Basic research of one photographer • Responses to the photographer's work indicate a basic understanding or the digital art's intent • Two examples of each digital artist's work has been included and labelled appropriately. Each work is analysed and interpreted to a basic standard • Most parts of the task have been answered in full sentences and show a reasonable understanding of the content • Work has been presented to a basic standard
E	<ul style="list-style-type: none"> • Limited research on one photographer • Responses to the photographer's work indicate an unsatisfactory understanding or the digital art's intent • No example of each digital artist's work has been included and labelled • Limited parts of the task have been answered in full sentences and show little understanding of the content • Work has been presented to a poor standard



BERKELEY VALE CAMPUS
PHOTOGRAPHY ASSESSMENT TASK

Due Date: Term 2 Week 4

Title: Making 8 Digital Portraits		Teacher Name:	
Year: 9	Stage: 5	Task Number: 2	Weighting: 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
- 5.4** investigates the world as a source of ideas, concepts and subject matter for photographic and digital Works

Task Description:

This task will be completed in class.

Students will take eight **Digital Portrait photos** following the specific instructions below.

Students will print their best photos and they will be presented in their Photographic journal.

Upload all images to the Google Classroom.

Each image needs to be clearly labelled and given a name which should indicate the type of photograph (e.g light from a window) as well as a title you would like to give your image (i.e. a theme the photos might show)

Below are the photos you will take:

1. A photograph of a young person from above (looking down- this is called bird's eye view)
2. A photograph from below looking up to an imposing person (this is called worm's eye view)
3. A close-up photograph using the light from a window (make sure there is soft light on the person's face. Do not have the light shining onto the object from behind)
4. A photo using the left to right principle, so that the viewer's eye is drawn left to right. (tip: make sure the subject of your face is in profile)
5. A photograph using the Rule of Thirds (lining up photo composition correctly, as discussed in class)
6. A portrait captured using the Subjective Frame (i.e. Try to evoke an emotion in the audience; e.g. humour)
7. A portrait showing the subject reflected in a mirror or another reflective surface
8. An image that has a person in a door way or a frame

Assessment Task Support Information

Students will be given step by step guidance in class through Power Point presentations and handouts

Students will have the assistance of learning support during some classes

Students will also have a personal checklist for marking off the photos as they take them

Equipment Required - Digital camera and props.

To do well in this assessment task I must:

- Follow the composition instructions and show this in my images
- Create a visual impact in my images
- Show a creative approach in my images
- Present my images creatively in my journal

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • The eight photos are presented to an outstanding level following the specific task instructions • Photos display extensive creativity and composition • Photos display extensive exposure quality (too light or too dark) • Photos displayed in Photographic journal, clearly labelled with the photo type and given a title for the work
B	<ul style="list-style-type: none"> • The eight photos are presented to a thorough level following the specific task instructions • Photos display a thorough level of creativity and composition • Photos display a thorough level of exposure quality (too light or too dark) • Photos displayed in Photographic Journal, clearly labelled with the photo type and given a title for the work
C	<ul style="list-style-type: none"> • The eight photos are presented to a sound level following the specific task instructions • Photos display a sound level of creativity and composition • Photos display a sound level of exposure quality (too light or too dark) • Photos displayed in Photographic Journal, clearly labelled with the photo type and given a title for the work
D	<ul style="list-style-type: none"> • The eight photos are presented to a basic level following the specific task instructions • Photos display a basic level of creativity and composition • Photos display a basic level of exposure quality (too light or too dark) • Photos displayed in Photographic Journal, labelled with the photo type
E	<ul style="list-style-type: none"> • Failure to submit all eight final photos • Photos display a limited level of creativity and composition • Photos show a limited level of exposure quality (too light or too dark) • Some photos displayed in journal with limited or not labelling



**BERKELEY VALE CAMPUS
VISUAL ART ASSESSMENT TASK**

Due Date: Term 1 Week 9

Title: Artmaking – Sea Life		Teacher Name:	
Year: 9	Stage: 5	Task Number: 1	Weighting: 30%

Syllabus Outcomes:

5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
5.5 makes informed choices to develop and extend concepts and different meanings in their artworks
5.6 demonstrates developing technical accomplishment and refinement in making artworks

Task Description:

1. Submission of 5 - 10 artworks.

You will be required to submit a portfolio of exploratory Seal Life artworks you have been working on in class. The works must be mounted on black cardboard.

2. Visual Arts diary

Students will submit their Visual Arts diary to be assessed on completion of all work for this unit. The diary should document the processes and techniques learnt in class lessons.

Assessment Task Support Information

Students will have the opportunity in class to seek guidance and clarify any misunderstandings related to the task.

To do well in this assessment task I must:

- Meet all aspects outlined for the specific task
- Demonstrate techniques and present in my book
- Demonstrate different painting techniques in my sea life paintings
- Ensure my Visual Arts diary is up to date with all worksheets pasted in and completed
- Demonstrate care in organising composition and presentation of work

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • The portfolio demonstrates a sophisticated, imaginative and creative approach to composition • The paintings demonstrate technical accomplishment and refinement • The finished artworks display outstanding techniques and quality presentation • VAD entries and portfolio demonstrate sophisticated and sustained levels of artmaking practice
B	<ul style="list-style-type: none"> • The portfolio demonstrates a thoughtful and creative approach to composition • The artworks demonstrate thorough accomplishment and refinement • The finished artwork displays excellent techniques and good overall presentation • VAD entries and well developed and sustained levels of artmaking practice • VAD entries reveal well developed investigations into chosen subject matter and media
C	<ul style="list-style-type: none"> • Demonstrates care in organising composition and presentation of artworks • The artworks demonstrate sound accomplishment and refinement • The finished artworks display sound techniques and sound presentation • VAD entries demonstrate sound and reasonably sustained levels of artmaking practice
D	<ul style="list-style-type: none"> • The three paintings satisfy basic requirements but lack creativity and imagination • The paintings demonstrate basic technical accomplishment and refinement • The artwork demonstrates some technical ability and some competency • VAD entries and 12 painting techniques demonstrate basic levels of artmaking practice
E	<ul style="list-style-type: none"> • The portfolio demonstrate little or no thought in composition • Images are basic • The artworks demonstrate limited technical accomplishment and refinement • The artworks display lack of care and effort • VAD entries demonstrate limited levels of artmaking practice



BERKELEY VALE CAMPUS
VISUAL ARTS ASSESSMENT TASK

Due Date: Term 2 Week 2

Title: Case Study – Sea Life		Teacher Name:	
Year: 9	Stage: 5	Task Number: 2	Weighting: 20%

Syllabus Outcomes:

5.7 applies their understanding of aspects of practice to critical and historical interpretations of art

Task Description:

Case Study

Students will research the artist Shona Wilson or John Davis.

You must complete the following:

1. **BIOGRAPHY:** Include when the artist was born, died.
Places where artist studied, worked, lifestyle, etc
2. **BODY OF WORK:** Subject Matter, Genre, Style, expressive form(s).
3. **INFLUENCES:** On the artist, their influences on other artists, style, movements.
4. **HOW? Techniques:** How were the works were done? What processes were used? Discuss changes of work over time.
5. **WHY? Intentions:** Aims, purposes, reasons, choices of and for making artworks.
6. **ARTWORKS:** Name, describe and analyse ONE work in detail, include images of the work.
The artwork must relate to sea life.

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 the Art computers for research.

Remember to use both art reference books and websites to find your information.

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
- Use and understand Art metalanguage (Art terms) and use descriptive language
- Demonstrate relationships between the artist, artwork, world and audience

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • Demonstrates a sophisticated understanding of the artist's practice and relationships between the artist, artwork, world and audience • Demonstrates a sophisticated understanding of how artworks can be seen as a product of the time and place in which they are made • Applies a sophisticated understanding of the language of art criticism and art history to construct a well-sequenced response using appropriate art terminology
B	<ul style="list-style-type: none"> • Demonstrates a well-developed understanding of the artist's practice and some relationships between the artist, artwork, world and audience • Demonstrates a well-developed understanding of how artworks can be seen as a product of the time and place in which they are made • Applies a well-developed understanding of the language of art criticism and art history to construct a response using some art terminology
C	<ul style="list-style-type: none"> • Demonstrates a sound understanding of the artist's practice practice and some relationships between the artist, artwork, world and audience • Demonstrates sound understanding of how artworks can be seen as a product of the time and place in which they are made • Applies a good understanding of the language of art criticism and art history to construct a response using basic art terminology
D	<ul style="list-style-type: none"> • Demonstrates a basic understanding of the artist's practice and some relationships between the artist, artwork, world and audience • Demonstrates a basic understanding of how artworks can be seen as a product of the time and place in which they are made • Applies a basic understanding of the language of art criticism and art history to construct a response using basic art terminology
E	<ul style="list-style-type: none"> • Demonstrates a limited understanding of the artist's practice and some relationships between the artist, artwork, world and audience • Demonstrates a limited understanding of how artworks can be seen as a product of the time and place in which they are made • Applies a limited understanding of the language of art criticism and art history to construct a response using basic art terminology

ENGLISH

Includes:

Drama





**BERKELEY VALE CAMPUS
ASSESSMENT TASK**

Due Date: Term 1 Week 9

Title: Creative Composition		Teacher Name: B Roberts / E Forsberg	
Year: 9	Stage: 5	Task Number: 1	Weighting: 25%

Syllabus Outcomes:

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

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

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

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

Task Description: *There are three (3) components to this task:*

PART A- Narrative Composition 15%

Use ONE of the three prompts to compose a short story that portrays the concept **‘Human Connections.’**

PART B- Visual Composition 5%

Create a visual representation of the concept that you have developed in your narrative. This could include but is not limited to, a painting, drawing, PowerPoint presentation, collage or photo montage.

PART C- Presentation of Compositions 5%

Prepare a short presentation (1-2 minutes) that discusses how your creative short story and the visual representation connects to the concept **‘Human Connections’**.

Note: *Your narrative must be typed using single spaced Arial size 12 font with a maximum of 1200 words.*

Assessment Task Support Information:

- Students will be provided with three prompts. Choose ONE as a basis for your short story
- A template will be provided to support students with the creation of their narrative
- A list of discussion questions will be provided to assist students in creating their presentation
- Students are encouraged to seek approval from their classroom teacher when deciding what format their visual representation will take

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:

- Write an imaginative piece of writing that explores the concept **‘Human Connections’** utilising effective figurative language, cohesion and tightening tensions
- Create a visual representation that connects to my short story and effectively applies literary / visual techniques to engage my audience
- Construct an engaging presentation to share with my class that aims to communicate my understanding of the topic **‘Human Connections’** by sharing my two creative compositions

Creative Writing Prompts

Prompt 1 - Image 'to be human'



Prompt 2 - Phrase from Mary Shelley's novel, 'Frankenstein.'

"I have love in me the likes of which you can scarcely imagine and rage the likes of which you would not believe. If I cannot satisfy the one, I will indulge the other."

Prompt 3 - Word.

"Kindred Spirit" (A person whose interests or attitudes are similar to one's own)

Berkeley Vale Campus TLSC Year 9 English Task 1 Creative Composition: Narrative Marking Rubric

NAME: _____

CLASS: _____

CRITERIA	What will this look like at an A grade? 13 - 15	What will this look like at a B grade? 10 - 12	What will this look like at a C grade? 7 - 9	What will this look like at a D grade? 4 - 6	What will this look like at an E grade? 1 - 3
EN5- 4B Theme of 'Human Connections' is effectively sustained and developed with a clear connection to stimulus images.	*A highly effective and original link to the concept 'Human Connections.' *A clear and clever connection to a stimulus image.	*An effective and original link to the concept 'Human Connections.' *A clear connection to a stimulus image.	*A link to the concept 'Human Connections.' *Some connection to a stimulus image.	*A basic link to the concept 'Human Connections.' (Cliché). *A common connection to a stimulus image. (Cliché)	*No link to the concept 'Human Connections.' *No connection to a stimulus image.
EN5-5C Orientation engages and introduces 'Human Connections'. Sets the scene using five essential questions, introduces significant characters.	*A highly effective and engaging orientation to the story *The setting is clearly and effectively established *Main characters introduced. POV clearly established	*An effective and engaging orientation to the story *The setting is clearly established *Main characters introduced. POV clear	*An orientation to the story is established *The setting is established *Main characters introduced	*An orientation to the story is attempted *The setting is somewhat established *Some characters introduced	*No clear orientation is established nor is any link to 'Human Connections' evident *Setting is not established clearly *Characters are not sufficiently described
EN5-5C Complications are evident and sequenced maintaining interest and engagement. Leads to a climax. Concludes effectively. May include a resolution, leaving the ending as a cliff-hanger and or finishing with a coda or moral.	*A highly effective complication is clearly established, initiates a logical sequence of escalating events. The sequence of events leads inexorably to a climax *A high level of reader engagement is maintained. Tension is excellently created *A highly effective and satisfying conclusion which clearly resolves the complication. Clear original twist Avoids the clichéd responses such as "and then he woke us"	*An effective complication is clearly established, initiates a sequence of events. The sequence of events leads to a climax *Reader engagement is maintained consistently. Tension is created *An effective and mostly satisfying conclusion which resolves the complication introduced with an original solution Avoids the clichéd responses	*A complication is established which initiates events based on the concept of rebellion. The sequence of events leads to a climax *Reader engagement is mostly maintained Some tension created. *A conclusion which mostly resolves the complication introduced in the orientation. Somewhat satisfying Avoids the clichéd responses	*A complication is attempted which may lead to a series of events. The sequence of events may lack direction and a climax may be attempted but may not be logically sequenced *Reader engagement is sometimes maintained. Lacks tension *A conclusion is attempted but may not resolve the complication	*An ineffective complication is attempted. A series of events is attempted but has little connection to 'Human Connections' and the events are not logically related to the complication or one another *Reader engagement is not maintained. Little to no tension. *No real conclusion to the story is evident
EN5-3B Utilises appropriate language choices. (Sensory imagery, emotive language, varied sentences, complex paragraphing, effective dialogue).	*Uses effective language choices that clearly explore /explain ideas presented and evoke response from the reader. *Uses a variety of effective sentence structures – simple, compound and complex	*Uses language choices appropriate to purpose and that enables exploration of ideas presented *A variety of sentence structures – simple, compound and complex. Some may not be effective	*Uses language choices appropriate to purpose that enable expression of some ideas *Attempts to use sentence structures – simple, compound and complex	*Expresses simple ideas using limited language choices that may have demonstrate inconsistency in control *Mainly simple and compound sentence structures	*Elementary use of language. No use of paragraphs to structure response *Only simple sentences used

Berkeley Vale Campus TLSC Year 9 English Task 1 Creative Composition: Visual Text Marking Rubric

NAME: _____

CLASS: _____

CRITERIA	What will this look like at an A grade? 5	What will this look like at a B grade? 4	What will this look like at a C grade? 3	What will this look like at a D grade? 2	What will this look like at an E grade? 1
EN5-4B Concept of 'Human Connections' is effectively sustained and developed throughout the creative composition	A highly effective and original link to the concept 'Human Connections' is sustained throughout the creative composition	An effective link to the concept 'Human Connections' is developed in the creative composition	Some form of link to the concept 'Human Connections' is shown in the creative composition, but this may be a brief or obvious link	A basic link to the concept of 'Human Connections' may be evident in a superficial or basic capacity	No link to the concept of 'Human Connections' is evident
EN5-3B Visual literacy techniques are utilised appropriately to portray an engaging text	Highly effective and engaging visual literacy techniques utilised which engage the responder and provoke thought	Effective visual literacy techniques utilised to engage the responder	Visual literacy techniques utilised in an attempt to engage the responder	Basic visual literacy techniques identified which may not be effective	No clear visual literacy techniques identified

Berkeley Vale Campus TLSC Year 9 English Task 1 Creative Composition: Presentation Marking Rubric

CRITERIA	What will this look like at an A grade? 5	What will this look like at a B grade? 4	What will this look like at a C grade? 3	What will this look like at a D grade? 2	What will this look like at an E grade? 1
EN5-8D Theme of 'Human Connections' is effectively compared and contrasted between the creative writing narrative and visual text	A highly effective and original verbal explanation outlines how 'Human Connections' are compared and contrasted in the two creative composition.	An effective verbal explanation outlines how 'Human Connections' are compared and contrasted in the two compositions	A verbal explanation outlines how 'Human Connections' are compared or contrasted in the two compositions	A brief verbal explanation attempts to outline how 'Human Connections' may be either compared or contrasted in the compositions	An incorrect or undeveloped comparison of 'Human Connections' in the two texts may be attempted
EN5-3B Presentation skills include clear and concise tone of voice with appropriate eye contact	Highly effective and engaging presentation skills with a clear and concise tone of voice and excellent eye contact	Effective presentation skills with a clear tone of voice and regular eye contact	Sound presentation skills which may include a clear tone of voice and some eye contact	Basic presentation skills which may include inconsistent control of tone of voice and/or little eye contact	Ineffective presentation skills utilised which may involve little control over tone of voice and no eye contact



BERKELEY VALE CAMPUS ASSESSMENT TASK

Due Date: Term 2 Week 7

Title: Literary Analysis		Teacher Name: B Roberts and E Forsberg	
Year: 9	Stage: 5	Task Number: 2	Weighting: 25%

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, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
- EN5-6C** investigates the relationships between and among texts
- EN5-7D** understands and evaluates the diverse ways texts can represent personal and public worlds

Task Description: There are two (2) components to this assessment:

PART A - Literary Analysis 10%

Students will be required to analyse a narrative text excerpt to demonstrate their understanding of the concept '*Survival of the Fittest.*'

PART B - Literary Analysis Essay 15%

"Only the Fittest Will Survive" - Charles Darwin.

Discuss this quotation in relation to the prescribed text you have studied in class and one related text. In your response refer to specific skills that the characters possess in order to survive extreme situations.

NOTE: Your essay must be typed using single spaced Arial size 12 font with a maximum of 1200 words.

Assessment Task Support Information:

- Students will be guided through specific situations of survival and shown how to utilise quotation to support their explanation.
- How characters use their skills to survive in the class core text (novel) will be explained.
- Students will be guided through the process of choosing a related text.
- Students will be assisted in identifying specific survival skills and why they are important.
- The essay will be scaffolded for students, and templates will be introduced to assist students with structuring their extended response with an introduction, body paragraphs and a conclusion.

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:

- Respond appropriately, with thought and understanding, to the Literary Analysis Test
- Compose an essay that effectively discusses the quotation, referring to both the prescribed text and one related text of your own choosing
- Use appropriate language, conventions and structure to engage the reader
- Seek feedback on my plan, draft and act upon suggestions before submission (Google Doc recommended)



Berkeley Vale Campus TLSC Year 9 English Task 2 Literary Analysis: Essay Marking Rubric

NAME: _____

CLASS: _____

CRITERIA	What will this look like at an A grade? 13 – 15	What will this look like at a B grade? 10 - 12	What will this look like at a C grade? 7 - 9	What will this look like at a D grade? 4 - 6	What will this look like at an E grade? 1 - 3
EN5-7D Understanding of the importance of survival skills as individuals is clearly evident	Extensive understanding of the importance of survival skills for individuals	Effective understanding of the importance of survival skills for individuals	Substantial understanding of the importance of survival skills for individuals	Identifies one or two examples of survival skills	Limited understanding of survival skills
EN5-1A Analyses and explains the way survival knowledge and skills are presented in each text in relation to particular characters	A highly effective analysis and explanation of survival skills including the way they are presented through varying character traits	An effective analysis and explanation of survival skills including the way they are presented through varying character traits	A good analysis and explanation of survival skills including the way they are presented through varying character traits	A basic analysis and explanation of survival skills including the way they are presented through varying character traits	No analysis or explanation of survival skill or the way they are presented through varying character traits
EN5-6C Formulates explicit connections between both texts. Supporting evidence is relevant and includes quotations	Formulates explicit connections between both texts. Explicit references from both texts used to support response; highly relevant quotations	Formulates connections between both texts. Thorough references to survival skills supported by effective quotations from both texts	Some connections between texts evident. Identification of survival skills evident. At least one quotation from each text	Minor attempts to support response with analysis or references from either text	Little to no attempt to support response with references from either text
EN5-1A Displays a personal style of writing with a cohesive essay and a thesis statement	Displays distinct personal style, sophisticated essay cohesion and unique thesis statement.	Developing personal style with thorough essay cohesion and interesting thesis statement	Developing personal style visible with essay cohesion	Essay cohesion may be attempted but inaccurate. Teacher support may be apparent	Underdeveloped response to the task with no cohesion
EN5- 3B Essay structured well with an introduction, body paragraphs and a conclusion	Skillful well-structured essay (introduction/ body/ conclusion)	Well-structured essay (introduction/ body/ conclusion)	Well-developed structure of an essay (introduction/ body/ conclusion)	Attempts to use essay structure and answer the question with reference to at least one text	Little attempt to answer the question with no clear structure or retells the plot (storyline)
EN5- 3B Use of correct spelling, grammar, punctuation and paragraphs	Consistent use of correct spelling, grammar, punctuation and paragraphs (allow for 1-2 errors)	Mostly uses correct spelling, grammar, punctuation and paragraphs (allow for minimal errors)	Inconsistent use of correct spelling, grammar, punctuation and paragraphs (does not impact)	Basic use of correct spelling, grammar, punctuation and paragraphs poorly structured	Very poor spelling, grammar, punctuation and no use of paragraph.

HSIE





BERKELEY VALE CAMPUS
ASSESSMENT TASK
GEOGRAPHY

Due Date: Term 1 Week 10

Title: Sustainable Biomes Rich Task		Teacher:	
Year: 9	Stage: 5	Task Number: 1	Weighting: 50%

Syllabus Outcomes:

- GE5-1** explains diverse features and characteristics of a range of places and environments
- 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
- GE5-5** 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:

Part A: Research Booklet (35 marks)

Choose ONE of the biomes listed below. Accurately answer the questions in the Biomes Research booklet.

- Deserts
- Grasslands
- Marine
- Rainforests
- Wetlands

Additional Information

- Preparation and research will take place in class and at home.

Part B: Visual Brochure (15 marks)

Create a brochure which promotes awareness in your community on **ONE** of the following areas:

- How food production impacts Australian biomes
- How Australians can reduce food wastage
- Sustainable methods to achieve food security for the future

Your visual representation must include:

- images (such as photographs) and statistics (such as a graph or table)
- written information that provides titles and labels for your images and statistics
- be at least 1 x A4 page in length and no more than 2 x A4 pages.

To do well in this assessment task you must:

- Answer the questions with a high level of detail and accuracy
- Include a fully annotated bibliography at the end of the booklet
- Clearly represent your chosen biome and area of choice
- Use pictures and graphs effectively
- Ensure your work is well written and presented and utilises the space requirement
- Strictly follow the instructions for each section

MARKING RANGE – Part A	
A 30-35	<ul style="list-style-type: none"> • Accurate description of the chosen biome, its climatic features and distribution of the chosen biome • Graph is extensively labelled including heading, units of measure and temperature and rainfall resembles the chosen biome • Extensive description of a mammal OR marsupial, an accurate image and a very high level of detail of a distinctive feature • Extensive description of a reptile OR flora, an accurate image and a very high level of detail of a distinctive feature • A very high level of understanding of how human activities impact the chosen biome • All references are accurately listed and fully annotated
B 25-29	<ul style="list-style-type: none"> • Thorough description of a biome, its climatic features and its distribution • Graph is clearly labelled including heading, units of measure and temperature and rainfall resembles the chosen biome • Thorough description of a mammal OR marsupial, an image and a high level of detail of a distinctive feature • Thorough description of a reptile OR flora, an image and a high level of detail of a distinctive feature • A high level of understanding of how human activities impact the chosen biome • All references are listed and annotated but may contain minimal errors
C 18-24	<ul style="list-style-type: none"> • Sound description of a biome, its climatic features and its distribution • Graph is labelled including heading, units of measure and temperature and rainfall resembles the chosen biome but may contain some inconsistencies • Sound description of a mammal OR marsupial, an image with some detail of a distinctive feature • Sound description of a reptile OR flora, an image with some detail of a distinctive feature • Some understanding of how human activities impact the chosen biome • Most references are listed, somewhat annotated but may contain errors
D 10-17	<ul style="list-style-type: none"> • basic description of a biome, its climatic features and its distribution • Graph is not completely labelled but may contain some accurate information • Basic description of a mammal OR marsupial, an image with limited detail of a distinctive feature • Basic description of a reptile OR flora, an image with limited detail of a distinctive feature of the chosen reptile OR flora • Limited understanding of how human activities impact the chosen biome • Some references are listed but may not be annotated
E 1-9	<ul style="list-style-type: none"> • Very basic description of a biome, its climatic features and its distribution • Graph is not labelled or complete • Very basic description of a mammal OR marsupial, may contain an image and no detail of a distinctive feature • Very basic description of a reptile OR flora, may contain an image with no detail of a distinctive feature • Very limited understanding of how human activities impact the chosen biome • No references
0	Assessment not attempted – N Award Warning
	Total /35

MARKING RANGE – Part B	
A 13-15	<ul style="list-style-type: none"> • Very high ability to use relevant evidence from sources to evaluate the impact of humans on a biome • Applies an extensive range of relevant geographical terms • Extensive knowledge and understanding of the area of choice with a very high level of geographical detail • Very high quality presentation that is visually appealing that extensively suits the audience • Very high ability to accurately incorporate pictures, statistics and/or graphs to convey the area of choice
B 10-12	<ul style="list-style-type: none"> • High ability to use relevant evidence from sources to evaluate the impact of humans on a biome • Applies a range of relevant geographical terms • Thorough knowledge and understanding of the area of choice with a high level of geographical detail • High quality presentation that is visually appealing that thoroughly suits the audience • High ability to incorporate pictures, statistics and/or graphs to convey the area of choice with minimal errors
C 7-9	<ul style="list-style-type: none"> • Adequate ability to use relevant evidence from sources to evaluate the impact of humans on a biome • Applies some relevant geographical terms • Sound knowledge and understanding of the area of choice with an adequate level of geographical detail • Sound quality presentation that is somewhat appealing that adequately suits the audience • Adequate ability to incorporate pictures, statistics and/or graphs to convey the area of choice with some errors
D 4-6	<ul style="list-style-type: none"> • Limited ability to use relevant evidence from sources to evaluate the impact of humans on a biome • Attempts to apply relevant geographical terms with some accuracy • Basic knowledge and understanding of the area of choice with a limited level of geographical detail • Limited quality presentation that may not visually appeal to the audience • Basic ability to incorporate pictures, statistics and/or graphs to convey the area of choice with errors
E 1-3	<ul style="list-style-type: none"> • Very limited ability to use relevant evidence from sources to evaluate the impact of humans on a biome • May attempt to apply historical terms but will lack accuracy • Elementary knowledge and understanding of the area of choice with a very limited level of geographical detail\ • Very limited quality presentation that does not appeal to the audience • Does not include pictures, statistics or graphs OR is not relevant
0	Assessment not attempted – N Award Warning
TOTAL	/15

MATHEMATICS





**BERKELEY VALE CAMPUS
ASSESSMENT TASK**

Due Date: Term 1 Week 11

Title: Algebraic Techniques & Rates and Ratio		Teacher Name: Hunter	
Year: 9	Stage: 5.1-5.2	Task Number: 1	Weighting: 25%

Syllabus Outcomes:

MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation and round to significant figures

MA5.2-6NA simplifies algebraic fractions and expands and factorises quadratic expressions

Task Description: Examination

- Recognise the need for a notation to express very large or very small numbers
- Interpret common prefixes such as nano, micro, mega, giga and tera
- Rounding numbers.
- Limits of accuracy of measuring equipment
- Identify the need for the use of significant figures
- Scientific notation
- Recognise the need for a notation to express very large or very small numbers
- Solve problems involving scientific notation
- Addition & Subtraction of like terms
- Multiplying & Dividing
- Expanding brackets
- Factorise Simple Expressions
- Substitution
- Algebraic Fractions (5.2)
- Expanding binomial products (5.2)

Assessment Task Support Information

Equipment required to complete this task: pen, pencil and scientific calculator

Websites that can assist you include: MathsOnline. Khan Academy

To do well in this assessment task I must:

- Answer all sections
- Show all working out
- Use algebraic techniques to solve equations
- Check solutions by substitution



BERKELEY VALE CAMPUS ASSESSMENT TASK

Due Date: Term 1 Week 11

Title: Algebraic Techniques & Rates and Ratio		Teacher Name: Hunter	
Year: 9	Stage: 5.3	Task Number: 1	Weighting: 25%

Syllabus Outcomes:

- MA5.3-5NA** simplifies algebraic fractions and expands and factorises quadratic expressions
MA 5.2-6NA selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.2-5NA recognises direct and indirect proportion, and solves problems involving proportion

Task Description: Test

- Solves complex linear equations involving fractions
- Solves equations of the form $ax^2 + bx + c = 0$ by factorisation and by completing the square.
- Use quadratic formula to solve quadratic equations
- Solves a variety of quadratic equations.
- Review Ratio and Rates Stage 4:
 - Ratio
 - Equivalent ratios
 - Using ratios to solve problems
 - Dividing quantities into a given ratio
 - Rates
 - Scale drawings
- Direct proportion
- Indirect proportion

Assessment Task Support Information

Equipment required to complete this task: Pen, pencil and scientific calculator
Websites that can assist you include: MathsOnline. Khan Academy

To do well in this assessment task I must:

- Answer all sections
- Show all working out
- Use algebraic techniques to solve equations
- Check solutions by substitution

PDHPE

Includes:

Child Studies

Marine Studies

PASS





**BERKELEY VALE CAMPUS
ASSESSMENT TASK
PDHPE**

Due Date: Term 1 Week 10

Title: Wellbeing Session		Teacher Name:	
Year: 9	Stage: 5	Task Number: 1	Weighting: 25%

Syllabus Outcomes:

PD 5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

PD 5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities

Task Description:

Students are to develop a **report** answering the following questions:

1. List and explain what your current weekly participation in physical activity looks like
2. Examine a local facility in the community and identify what the facility offers in regards to helping people keep a healthy mind and a healthy body
3. Compare facilities for health and wellbeing in the community to the facilities available to students at school. Are they similar or different? How?
4. Evaluate the quality of the facilities in regards to their availability, function and costing

Students are to use the information from their previous report to **write a letter** to the local government proposing a new initiative or wellbeing facility to be built with the aim of improving participation in sport.

Further 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)

Assessment Task Support Information

Students are to research their local facilities and school sporting facilities. Students are encouraged to engage in class discussions about the importance of physical activity and the local facilities available to students

To do well in this assessment task I must:

- Use appropriate terminology
- Use TXXXC scaffold
- Answer all sections

Grade	Marking Criteria
A 21 - 25	<ul style="list-style-type: none"> Provides a well-structured extended response using an introduction, paragraphs and conclusion All sentences were punctuated accurately and with correct spelling Indicates a highly proficient level content knowledge All arguments are elaborated on using TXXXC paragraphs All arguments are linked concisely
B 16-20	<ul style="list-style-type: none"> Provides a proficient structure for their extended response using an introduction, paragraphs and conclusion Most sentences were punctuated accurately and with correct spelling Indicates a proficient level content knowledge Most arguments are elaborated on using TXXXC paragraphs Most arguments are linked concisely
C 9-16	<ul style="list-style-type: none"> Provides a competent structure for their extended response using an introduction, paragraphs and conclusion Some sentences were punctuated accurately and with correct spelling Indicates a competent level content knowledge Some arguments are elaborated on using TXXXC paragraphs Some arguments are linked concisely
D 4-8	<ul style="list-style-type: none"> Provides a basic structure for their extended response using an introduction, paragraphs and conclusion Showed little evidence of punctuating sentences with correct spelling Indicates a developing level content knowledge Limited arguments are elaborated on using TXXXC paragraphs Limited arguments are linked concisely
E 0-3	<ul style="list-style-type: none"> Provides limited structure for their extended response using an introduction, paragraphs and conclusion Showed no evidence of punctuating sentences with correct spelling Limited indication of content knowledge No arguments are elaborated on using TXXXC paragraphs No arguments are linked concisely



BERKELEY VALE CAMPUS
ASSESSMENT TASK
PDHPE

Due Date: Term 2 Week 5

Title: Practical Movement Skills Assessment		Teacher Name:	
Year: 9	Stage: 5	Task Number: 2	Weighting: 25%

Syllabus Outcomes:

PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts

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

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 'Striking and Fielding – Cricket' that have been studying this term.

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

- Batting
- Bowling
- Catching/Fielding
- Throwing

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

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

These criteria are 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>

Students will receive written feedback from the teacher on the marking criteria sheet

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

Berkeley Vale Campus - Year 9 Practical Skills Assessment Task

Cricket – Skills

Weighting: 25% (Marked out of 20)

Marking Guideline

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 20. 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.

	Marking Criteria			
Skills	0	1-2	3-4	5
Batting	No Effort	<ul style="list-style-type: none"> • Can strike a stationary ball • Assumes correct stance when batting • Assumes correct grip when batting 	<ul style="list-style-type: none"> • Can strike a moving ball • Keeps head over the ball when batting • Can play shots on the on-side • Follows through with shot • All aspects of Criteria 1 	<ul style="list-style-type: none"> • Can play shots all around the wicket • Times the ball accurately • Looks to play shots away from the fielders • All aspects of Criteria 1 & 2
Bowling	No Effort	<ul style="list-style-type: none"> • Grips ball correctly • Displays proper body mechanics – bowls not throws the ball 	<ul style="list-style-type: none"> • Pitches the ball up (one bounce before the batter) • Bowls accurately (on the pitch) • Runs in to bowl • All aspects of Criteria 1 	<ul style="list-style-type: none"> • Bowls consistently on the line of off-stump • Bowls with speed • All aspects of Criteria 1 & 2
Catching/fielding	No Effort	<ul style="list-style-type: none"> • Moves towards the oncoming ball • Keeps eye on the ball • Has proper body mechanics 	<ul style="list-style-type: none"> • Catches the ball on most occasions • Can catch the ball using the elbows in technique • Can catch with both hands • Can stop a grounded ball • All aspects of Criteria 1 	<ul style="list-style-type: none"> • Can catch the ball using the elbows out technique • Can catch one or both hands • Moves to catch a fielded ball both in front or behind them • All aspects of Criteria 1 & 2
Throwing	No Effort	<ul style="list-style-type: none"> • Grips ball correctly • Displays proper body mechanics 	<ul style="list-style-type: none"> • Transfers weight correctly when throwing • Can throw with a reasonable degree of accuracy to a target • Can throw longer than 12m • All aspects of Criteria 1 	<ul style="list-style-type: none"> • Always reaches target on the full or on the bounce • Can throw longer than 25m • All aspects of Criteria 1 and 2



**BERKELEY VALE CAMPUS
ASSESSMENT TASK
PASS**

Due Date:

Title: Body Systems Examination		Teacher Name:	
Year: 9	Stage: 5	Task Number: 1	Weighting: 30%

Syllabus Outcomes:

1.1 discusses factors that limit and enhance the capacity to move and perform

1.2 analyses the benefits of participation and performance in physical activity and sport

Task Description:

Examination: 25%

Students will be required to complete an exam on the Body Systems. Students will be asked to answer a range of questions in relation to the following topics.

- Skeletal System
- Muscular System

Study Notes: 5 %

You will be required to prepare detailed study notes and submit them to your teacher prior to sitting the examination

Assessment Task Support Information

Equipment required to complete this task:

- Blue or black pen
- Study Notes

Websites that can assist you include:

- Google Classroom chapter summaries and class PowerPoint presentations.
- <http://www.innerbody.com/>

To do well in this assessment task I must:

- Answer all sections
- Use appropriate terminology
- Prepare detailed study notes and submit to the teacher prior to the examination

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • Student demonstrates an excellent level of understanding of how the Skeletal, Muscular, Systems interrelate. • Student's study notes included all essential classwork, diagrams and various study techniques.
B	<ul style="list-style-type: none"> • Student demonstrates a thorough level of understanding of how the Skeletal, Muscular, Systems interrelate. • Student's study notes included majority of the classwork, diagrams and some study techniques.
C	<ul style="list-style-type: none"> • Student demonstrates a satisfactory level of understanding of how the Skeletal, Muscular systems interrelate. • Student's study notes included most of the classwork, diagrams and some study techniques.
D	<ul style="list-style-type: none"> • Student demonstrates a basic level of understanding of how the Skeletal, Muscular, Systems interrelate. • Student's study notes included some of the classwork, diagrams and minimal study techniques.
E	<ul style="list-style-type: none"> • Student demonstrates a limited level of understanding of how the Skeletal, Muscular Systems interrelate. • Did not submit their study notes.



BERKELEY VALE CAMPUS
ASSESSMENT TASK
PASS

Due Date: Term 2 Week 4

Title: Practical Movement Skills Assessment		Teacher Name:	
Year: 9	Stage: 5	Task Number: 2	Weighting: 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 'Invasion Games' that have been studying this term.
- You will be assessed on your throwing, dribbling and shooting skills and your ability to participate safely in the unit.
- Your teacher will analyse and mark you on the following specific skill components:
 - 1. Overarm Throw**
 - Uses one hand to grip ball.
 - Steps forward with opposite leg to throwing arm prior to release.
 - Brings throwing arm above head in preparation.
 - Follows through with throwing arm as ball is released.
 - 2. Dribble**
 - Releases ball from waist height
 - Bounces ball in front of body
 - Controls ball after bounce
 - 3. Shooting**
 - Uses one hand to grip ball
 - Steps forward with opposite leg to throwing arm prior to release
 - Brings throwing arm above head in preparation
 - Follows through with throwing arm as ball is released
 - Ball lands within goal area
 - 4. Safety**
 - 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:

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
- Participate in all lesson
- Be prepared for each lesson with the correct uniform

Grade	Marking Criteria
A	<ul style="list-style-type: none"> Consistently demonstrates an excellent level of skill in all 3 areas: <ul style="list-style-type: none"> Overarm throw Dribbling Shooting Student follows the safety procedures set out by the teacher.
B	<ul style="list-style-type: none"> Consistently demonstrates a high level of skill in all 3 areas: <ul style="list-style-type: none"> Overarm throw Dribbling Shooting Student follows the safety procedures set out by the teacher.
C	<ul style="list-style-type: none"> Consistently demonstrates a sound level of skill in all 3 areas: <ul style="list-style-type: none"> Overarm throw Dribbling Shooting Student follows most of the safety procedures set out by the teacher Minor errors in technique
D	<ul style="list-style-type: none"> Consistently demonstrates a basic level of skill in all 3 areas: <ul style="list-style-type: none"> Overarm throw Dribbling Shooting Student is consistently missing essential elements of the correct technique. Student follows some of the safety procedures set out by the teacher
E	<ul style="list-style-type: none"> Consistently demonstrates a high level of skill in all 3 areas: <ul style="list-style-type: none"> Overarm throw Dribbling Shooting Student is consistently missing the majority of the essential elements of the correct technique Student fails to follow the safety procedure set out by the teacher



**BERKELEY VALE CAMPUS
ASSESSMENT TASK
MARINE STUDIES**

Due Date: Term 1 Week 9

Title: First Aid		Teacher Name: Rathbone	
Year: 9	Stage: 5	Task Number: 1	Weighting: 25%

Syllabus Outcomes:

- 5.2.1** identifies, describes and evaluates the effects humans have on the environment
5.5.2 demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations

Task Description: Practical and Theory Assessment Task

Marine Studies students are to complete a 15hr course in first aid to achieve their Work Accredited First Aid Certificate with Royal Life Saving Society. This involves completing a workbook from the text provided during class time. On completion of the work book there will be a practical test on bandaging, CPR and a theory multiple choice test to review outcomes covered in the course. **Costing required is \$50.00 as per permission note.**

Assessment Task Support Information

Students are presented with information in the class room setting on first aid and are allocated class time where they will have access to computers and the internet to research their topic

Websites that can assist you include:

<http://www.royallifesaving.com.au/training/first-aid>

To do well in this assessment task I must:

- Answer all sections
- Use appropriate terminology
- Complete Royal Life Saving Society workbook
- Complete in class theory examination on first Aid
- Complete practical exam on CPR and bandaging

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • Demonstrates extensive knowledge of First Aid procedures • Demonstrates extensive understanding of the practical skills required to do CPR • Demonstrates extensive understanding of the practical skills required to bandage a patient
B	<ul style="list-style-type: none"> • Demonstrates thorough knowledge of First Aid procedures • Demonstrates thorough understanding of the practical skills required to do CPR • Demonstrates extensive understanding of the practical skills required to bandage a patient
C	<ul style="list-style-type: none"> • Demonstrates sound knowledge of First Aid procedures • Demonstrates sound understanding of the practical skills required to do CPR • Demonstrates extensive understanding of the practical skills required to bandage a patient
D	<ul style="list-style-type: none"> • Demonstrates basic knowledge of First Aid procedures • Demonstrates a basic understanding of the practical skills required to do CPR • Demonstrates extensive understanding of the practical skills required to bandage a patient
E	<ul style="list-style-type: none"> • Demonstrates limited knowledge of First Aid procedures • Demonstrates a limited understanding of the practical skills required to do CPR • Demonstrates extensive understanding of the practical skills required to bandage a patient



BERKELEY VALE CAMPUS
ASSESSMENT TASK
MARINE STUDIES

Due Date: Term 2 Week 9

Title: Snorkeling		Teacher Name: Rathbone	
Year: 9	Stage: 5	Task Number: 2	Weighting: 25%

Syllabus Outcomes:

- 4.1.1 relates with a respect and caring attitude to the ocean and its life form
- 4.1.2 identifies and describes the components of some marine ecosystems
- 5.7.1 collect and organize data by accurately reading charts and graphs
- 5.6.1 identify marine vocations and a range of leisure pursuits
- 4.5.1 select, organize, assembles, dismantles, cleans and returns equipment
- 5.5.2 demonstrates safe and responsible use of a range of materials, equipment and techniques in a marine setting

Task Description: Practical and Theory Assessment Task

Marine Studies students will complete 10 hours of theory instruction involving snorkeling safety procedures, equipment and underwater physiology. This will be covered by completing worksheets in class. Students will then put their theoretical skills into practice by conducting snorkeling skills in enclosed waters at Mingara Pool before progressing to an open water environment.

Assessment Task Support Information

Students are presented with information in the classroom setting on snorkeling and are allocated class time where they will have access to computers and the internet to research their topic.

Websites that can assist you include:

[http://www.royallifesaving.com.au/training/firs
t-aid](http://www.royallifesaving.com.au/training/first-aid)

To do well in this assessment task I must:

- Students can confidently demonstrate fitting and maintaining equipment in a buddy system environment
- Students can safely conduct snorkeling skills in an aquatic environment
- Students demonstrate an appreciation of the aquatic environment
- Water competency Test-Swim 100m any style, no stopping, survival skill or float for 5 min, tread water for 2 minutes
- Complete worksheets on snorkeling

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • Demonstrates extensive knowledge of underwater physiology, safety procedures and equipment used in snorkeling • Demonstrates extensive understanding of the practical skills required to snorkel safely
B	<ul style="list-style-type: none"> • Demonstrates thorough knowledge of underwater physiology, safety procedures and equipment used in snorkeling • Demonstrates thorough understanding of the practical skills required to snorkel safely
C	<ul style="list-style-type: none"> • Demonstrates sound knowledge of underwater physiology, safety procedures and equipment used in snorkeling • Demonstrates sound understanding of the practical skills required to snorkel safely
D	<ul style="list-style-type: none"> • Demonstrates sound knowledge of underwater physiology, safety procedures and equipment used in snorkeling • Demonstrates sound understanding of the practical skills required to snorkel safely
E	<ul style="list-style-type: none"> • Demonstrates basic knowledge of underwater physiology, safety procedures and equipment used in snorkeling • Demonstrates a basic understanding of the practical skills required to snorkel safely



**BERKELEY VALE CAMPUS
ASSESSMENT TASK
CHILD STUDIES**

Due Date: Term 1 Week 8

Title: Earliest Memories Research Task		Teacher Name:	
Year: 9	Stage: 5	Task Number: 1	Weighting: 25%

Syllabus Outcomes:

- 1.3 analyses the evolution of childhood experiences and parenting rolls over time
- 3.3 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing

Task Description: Research task /Individual Presentation

You are asked to research and recall the earliest memories of yourself or someone you know and present your findings as a written assessment in a portfolio. You can ask relatives and close family friends to piece together memories and experiences of birth and childhood experiences.

Present a collection of photos, drawings, pictures and/or icons that represent the evolution of personal experiences and development over the first years of life. Include family members and guardians that have helped shape the chosen person's life.

Your folio should include the following:

1. **Title Page** ' The Earliest Memories of.....' (1 Mark)
2. **Birth Certificate** (must be computer generated) (4 Marks)
 - Name
 - Birth Date
 - Time of birth
 - Weight
 - Length
 - Gender
 - Parents/siblings
 - Birth Place
3. **Family Tree**
 - Research the family tree and submit a diagram that represents the chosen person's family starting with them and then extending through 4 generations. No more than 5 generations are needed. (4 Marks)
4. **Recount and collage including:**
 - 5 childhood experiences - Pictures, drawings and explanations
 - 5 childhood memories - Pictures, drawings and explanations/recount.
 - Things that have been meaningful to the chosen person that have helped shape their life - Pictures, drawings and explanations/recount. (10 Marks)

5. **Individual presentation**

Present your folio to the class as a 3-5 minute speech OR video presentation that can be shown to the class. Videos can be edited using apps such as iMovie, splice or videoshop (6 Marks)

Assessment Task Support Information

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

- Practical – Collect and create a folio of photos drawings and/ or pictures that will be used to create a collage.
- Theory- Write a recount of the memories of the chosen person whilst growing up.
- Electronic device (for video presentation) – iPod/iPad

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

To do well in this assessment task I must:

- Complete all sections of the task description
- Include quality information and show a competent level of writing ability
- Submit excellent overall presentation
- Present an oral presentation or video presentation to the class

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • Student extensively analyse the evolution of childhood and parenting rolls over time • Student extensively complete a computer generated birth certificate including all 8 essential components • Student extensively completes their family tree which includes 5 generations • Student extensively recounts 5 childhood experiences and 5 childhood memories • Student presents an outstanding oral presentation OR video presentation including visual aids
B	<ul style="list-style-type: none"> • Student thoroughly analyses the evolution of childhood and parenting rolls over time • Student thoroughly complete a computer generated birth certificate including 6-7 essential components • Student thoroughly completes their family tree including 4 generations • Student thoroughly recounts 4 childhood experiences and 4 childhood memories • Students present a thorough oral presentation OR video presentation including visual aids
C	<ul style="list-style-type: none"> • Student shows a sound analysis of the evolution of childhood and parenting rolls over time • Student completes a sound computer generated birth certificate including 4-5 essential components • Student completes a sound representation of their family tree including 3 generations • Student completes a sound recount of 3 childhood experiences and 3 childhood memories • Student presents a sound oral OR video presentation including some visual aids
D	<ul style="list-style-type: none"> • Student shows a basic analysis of the evolution of childhood and parenting rolls over time • Student completes a basic birth certificate including 2-3 essential components • Student shows a basic knowledge of their family tree including 2 generations • Student completes a basic recount of 2 childhood experiences and 2 childhood memories • Student presents a poor oral OR video presentation not including visual aids
E	<ul style="list-style-type: none"> • Student shows a limited analysis of the evolution of childhood and parenting rolls over time • Student completes a birth certificate including 0-1 essential components • Student completes their family tree including 1 generation • Student recounts 1 childhood experience and 1 childhood memory • Student presents a limited oral OR video presentation



BERKELEY VALE CAMPUS
ASSESSMENT TASK
CHILD STUDIES

Due Date: Term 2 Week 8

Title: Virtual Baby		Teacher Name:	
Year: 9	Stage: 5	Task Number: 2	Weighting: 25%

Syllabus Outcomes:

2.3 describes a range of appropriate parenting practices for optimal growth and development

4.1 demonstrates a capacity to care for children in a positive, understanding and tolerant manner in a variety of settings and contexts

Task Description:

Students will need to complete two components for this task.

Part 1 - Practical

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

Part 2 - Theory

Recount the time spent caring for the baby which will include times of feeding, nappy change and comforting, as well as where the baby has been in the 24 hour period.

A conclusion with how the experience has changed or altered your perception of parenting a newborn. (minimum of 2 pages)

Your recount should include the following:

1. Name of baby
2. Date of issue
3. Times of feeding, nappy changing and comforting
4. Who cared for the baby
5. What the baby did that day
6. How did you feel about caring for the baby
7. Anything else you want to add for example pictures

Assessment Task Support Information

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

- Practical – Take care of a virtual baby for a 24 hour period
- Theory- Write a recount of your experience over this 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:

- Take care of the virtual baby for a 24 hour period
- Recount and record your experiences over this 24 hour period

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • Student shows excellent care taken with the virtual baby over a 24 hour period • Student extensively recounts the time spent with the virtual baby, including times of feeding, nappy change and comforting, as well as where the baby has been in the 24 hour period • Student communicates extensive reflection on their time caring for the virtual baby
B	<ul style="list-style-type: none"> • Student shows thorough care with the virtual baby over a 24 hour period • Student thoroughly recounts the time spent with the virtual baby which will include times of feeding, nappy change and comforting, as well as where the baby has been in the 24 hour period • Student communicates a thorough reflection on their time caring for the virtual baby
C	<ul style="list-style-type: none"> • Student shows satisfactory care with the virtual baby over a 24 hour period • Student presents a sound recount of the time spent with the virtual baby which will include times of feeding, nappy change and comforting, as well as where the baby has been in the 24 hour period • Student communicates a satisfactory reflection on their time caring for the virtual baby
D	<ul style="list-style-type: none"> • Student shows basic care with the virtual baby over a 24 hour period • Student presents a basic recount of the time spent with the virtual baby which will include times of feeding, nappy change and comforting, as well as where the baby has been in the 24 hour period • Student communicates a basic reflection on their time caring for the virtual baby
E	<ul style="list-style-type: none"> • Student shows limited care with the virtual baby over a 24 hour period • Student presents a poor recount of the time spent with the virtual baby which will include times of feeding, nappy change and comforting, as well as where the baby has been in the 24 hour period • Student communicates a limited reflection on their time caring for the virtual baby

Science





BERKELEY VALE CAMPUS ASSESSMENT TASK

Due Date: Term 1 Week 6

Title: Collaborative Disease Speech Task		Teacher Name:	
Year: 9	Stage: 5	Task Number: 1	Weighting: 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:

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 within a group** to research an infectious or non-infectious disease, create a poster and present the information as a speech to the class.

Speech

The presentation needs to be **two minutes** long and **must include** the areas outlined below. Your group's speech needs to be informative, interesting and logical so that other members of the class can gain a reasonable understanding of the topic. It should contain at least the following information:

- Name of the disease (eg chicken pox, dementia)
- Cause of the disease (eg virus, bacteria, genetic, environmental factor)
- Symptoms of the disease (eg rash, vomiting, memory loss)
- Treatment for the disease (eg antibiotics, asthma puffer, chemotherapy, in-home care)
- How the disease may be prevented (eg hygiene, vaccination, diet, exercise)

Poster

The poster needs to be **in your own words** and should demonstrate your understanding of the topic. Your poster must contain at least the following information:

- The name of disease
- At least **two** relevant images or diagrams
- The **information** researched for your **speech** (listed above)
- **Two** unique and interesting facts about the disease (eg who discovered it? Does it occur in Australia)
- Bibliography (where you got your information)

Assessment Task Support Information

Equipment required to complete this task:

- Computer for research purposes
- Cardboard for poster
- The library contains a range of resources include books and computers that may help you to complete the task

To do well in this assessment task I must:

- Answer all sections
- Ensure that all information is written in your own words
- Practice the speech prior to the due date
- Use appropriate terminology
- Work well with my group – use the **research logbook** track how this is done

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



BERKELEY VALE CAMPUS ASSESSMENT TASK

Draft Due Date: Term 1 Week 10
Due Date: Term 2 Week 1

Title: Peer Assessed Atom Model Task		Teacher Name: Dafter	
Year: 9	Stage: 5	Task Number: 2	Weighting: 25%

Syllabus Outcomes:

SC5 – 9WS presents scientific ideas and evidence for a particular purpose and to a specific audience, using appropriate language, conceptions and representations

SC5 – 16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available

SC5 – 17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

Task Description:

This is a **peer assessed** Chemistry 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.

Part 1

- Build a **3D model** of a single atom of an element from the Periodic Table (excluding the first five elements H, He, Li, Be, and B)
- Show the location of the orbiting **electrons** in their appropriate shells
- Show the position of the **neutrons** in the nucleus
- Show the position of the **protons** in the nucleus

Part 2

Create a table showing

- The person who discovered the element
- The time and place of discovery
- The benefits of this discovery to society
- A short explanation of how its properties lead to 3 different ways it can be used

Part 3

Write a short paragraph which includes:

- A list of 3 other elements from the **same group** of the periodic table
- An explanation of why these elements have similar properties to your chosen element
- A list of 2 uses for each of these three elements

Part 4

You will peer-assess another student's draft and final assessment task. You will be given a marking criteria to follow and must provide feedback in the form of a PMI table

Assessment Task Support Information:

Websites that can assist you include:

www.chem4kids.com

www.khanacademy.org

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

TAS

Includes:

Industrial Technology

Building and Construction

Timber

Metals

Food Technology





BERKELEY VALE CAMPUS
ASSESSMENT TASK
Industrial Technology - Building and Construction

Due Date:

Title: Building Task 1 – Timber Joints		Teacher Name:	
Year: 9	Stage: 5	Task Number: 1	Weighting: 25%

Syllabus Outcomes:

5.1.2 applies OHS principles to hand tools, machine tools, equipment and processes
5.3.1 justifies the use of a range of relevant and associated materials

Task Description

As an introduction to hand tools, working in an accurate and precise manner students will be required to undertake a number of timber joint activities using Pacific Maple. It is to be made according to the technical drawings introduced during Building and Technology lessons. You will be required to:

- Construct a number of timber joints that are used in the building industry.
- Safely use a variety of hand tools in the production of a project.
- Create a table that names and identifies a number of timber joints.
- Write a procedure that details all steps in the production of a selected joint.
- Interpret technical drawings.
- Demonstrate how to sharpen and use a chisel to aid in the production of timber in a number of timber joints.

Criteria for Marking

You will be assessed on how well you:

- Prepare timber to correct lengths
- Joints fit together neatly are tight, square and flush
- Complete a procedure for the production of a selected joint
- Work safely within a workshop environment
- Use hand tools in an appropriate manner

Assessment Task Support Information

Equipment required to complete this task:

- Correct PPE
- Access to workshop
- Worksheets supplied by 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:

- Complete all components of task
- Use appropriate terminology and standards introduced

Grade	Marking Criteria
A	<ul style="list-style-type: none"> Independently and consistently applies skills to the development and production of new projects Displays advanced technical skills in identifying and using appropriate materials and hand tools to produce practical projects of excellent quality Independently assesses and manages risks and consistently applying safe work practices
B	<ul style="list-style-type: none"> Consistently applies skills to the development and production of new projects Displays high-level technical skills in identifying and using appropriate materials and hand tools to produce high quality practical projects Assesses and manages risks and applies safe work practices
C	<ul style="list-style-type: none"> Applies skills to the development and production or modification of projects Displays technical skills in identifying and using appropriate materials and hand tools, to produce practical projects of sound quality Identifies and manages risks and applies safe work practices
D	<ul style="list-style-type: none"> Applies basic skills to the development and production or modification of projects Displays basic technical skills in using appropriate materials and hand tools to produce practical projects Identifying and managing some risks, and applying safe work practices
E	<ul style="list-style-type: none"> With assistance, applies elementary skills to the production or modification of projects With guidance, displays very limited technical skills in using appropriate materials and hand and machine tools to produce practical projects With assistance, identifies and manages some risks. With guidance applies safe work practices



BERKELEY VALE CAMPUS
ASSESSMENT TASK
Industrial Technology - Building and Construction

Due Date:

Title: Building Task 2 – Cement Float		Teacher Name:	
Year: 9	Stage: 5	Task Number: 2	Weighting: 25%

Syllabus Outcomes:

5.2.1 applies design principles in the modification, development and production of projects

5.4.1 selects, applies and interprets a range of hand and machine tools, equipment and processes to produce quality practical projects

Task Description

Students will be required to construct a Cement Float from Pacific Maple. It is to be made according to the technical drawings introduced during Building and Technology lessons. You will be required to:

- Design a handle to be attached to the float:
 - It must be fitted securely to the base of the float
 - It must be fitted using concealed joinery methods
 - It must be able to fit comfortably in the user's hand
 - It must take into account the integrity of the timber being used
- Safely use a variety of hand tools in the production of a project
- Create a table that names, identifies and explains the correct use of 5 hand tools used in the construction of the cement float
- Interpret technical drawings
- Demonstrate how to sharpen, adjust and use a plane to produce a bevel and a chamfer
- With respect to a chamfer you are to:
 - Draw a chamfer
 - Give a brief definition of a chamfer
 - Name 3 places within the building industry where a chamfer is used and the type of material it is used on
- Make a list of the tradespeople required and what they would be required to do if you were to undertake the renovation of a bathroom in your home

Criteria for Marking

You will be assessed on how well you:

- Complete all tasks associated with design
- Work safely within a workshop environment
- Use hand tools

Assessment Task Support Information

Equipment required to complete this task:

- Correct PPE
- Access to workshop
- Worksheets supplied by 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:

- Complete all components of task
- Use appropriate terminology and standards introduced

Grade	Marking Criteria
A	<ul style="list-style-type: none">• Independently and consistently applies skills and design principles to the development and production of new projects• Displays advanced technical skills in identifying and using appropriate materials and hand tools to produce practical projects of excellent quality• Independently assesses and manages risks and consistently applying safe work practices
B	<ul style="list-style-type: none">• Consistently applies skills and design principles to the development and production of new projects• Displays high-level technical skills in identifying and using appropriate materials and hand tools to produce high quality practical projects• Assesses and manages risks and applies safe work practices
C	<ul style="list-style-type: none">• Applies skills and design principles to the development and production or modification of projects• Displays technical skills in identifying and using appropriate materials and hand tools, to produce practical projects of sound quality• Identifies and manages risks and applies safe work practices
D	<ul style="list-style-type: none">• Applies basic skills and design principles to the development and production or modification of projects• Displays basic technical skills in using appropriate materials and hand tools to produce practical projects• Identifying and managing some risks, and applying safe work practices
E	<ul style="list-style-type: none">• With assistance, applies elementary skills and design principles to the production or modification of projects• With guidance, displays very limited technical skills in using appropriate materials and hand and machine tools to produce practical projects• With assistance, identifies and manages some risks. With guidance applies safe work practices



BERKELEY VALE CAMPUS
ASSESSMENT TASK
Industrial Technology –
Timber

Due Date:

Title: Single Pin Dovetail Splayed Sided Box		Teacher Name:	
Year: 9	Stage: 5	Task Number: 1	Weighting: 25%

Syllabus Outcomes:

- 5.1.2 applies OHS practices to hand tools, equipment and processes
- 5.3.1 justifies the use of a range of relevant and associated materials

Task Description

As part of the Industrial Technology course at BVC students are required to construct a single pin dovetail, splayed sided box with a fitted lid. The timber used will be Pacific Maple

You will be required to:

1. Produce a practice single pin dovetail.
2. Complete the construction steps required to produce a single pin dovetail using the scaffold provided.
3. Prepare timber in the correct manner by being able to follow the FEWTEL method of timber preparation.
4. Interpret a cutting list from an orthographic drawing.
5. Render an isometric drawing.
6. Use hand tools in a safe and productive manner to produce your jewellery box.
7. Assemble your project using correct procedures.
8. Apply a finish to your project.
9. Recognise the differences between Meranti, **a hardwood** and Radiata Pine, **a softwood**. In order to answer the question substantially you will be required to not only give a general explanation of the difference between hardwoods and softwoods, but also an explanation relating to the characteristics of a timber's structure, density, grain, durability, strength, figure and texture. The slope of dovetails can also be used to help define your answer.

Extension Opportunities

1. Investigate the importance of using Dovetail joints in the process of furniture manufacture
2. Line the interior of your box with a suitable material
3. Investigate and implement inlay techniques
4. Bibliography including books, magazines and internet sites

Criteria for Marking

You will be assessed on how well you:

- Undertake all activities within a workshop environment
- Complete all tasks to describe the difference between a hardwood and a softwood

Assessment Task Support Information

Equipment required to complete this task:

- Correct PPE
- Access to workshop
- Worksheets supplied by 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:

- Complete all components of task
- Use appropriate terminology and standards introduced

Grade	Marking Criteria
A	<ul style="list-style-type: none">• Independently and consistently applies skills to the development and production of new projects• Displays advanced technical skills in using appropriate hand tools to produce practical projects of excellent quality• Independently assesses and manages risks and consistently applying safe work practices• Comprehensively describes the difference between a hardwood and a softwood, giving a highly detailed description of the characteristics of timber
B	<ul style="list-style-type: none">• Consistently applies skills to the development and production of new projects• Displays high-level technical skills in using appropriate hand tools to produce high quality practical projects• Assesses and manages risks and applies safe work practices• Broadly describes the difference between a hardwood and a softwood, giving a thorough description of the characteristics of timber
C	<ul style="list-style-type: none">• Applies skills to the development and production or modification of projects• Displays sound technical skills in identifying and using appropriate materials and hand tools, to produce practical projects of sound quality• Identifies and manages risks and applies safe work practices• Describes the difference between a hardwood and a softwood, giving a sound description of the characteristics of timber
D	<ul style="list-style-type: none">• Applies basic skills to the development and production or modification of projects• Displays basic technical skills in using appropriate materials and hand tools to produce practical projects• Identifying and managing some risks, and applying safe work practices• A basic description of the difference between a hardwood and a softwood, giving a simple description of the characteristics of timber
E	<ul style="list-style-type: none">• With assistance, applies elementary skills to the production or modification of projects• With guidance, displays very limited technical skills in using appropriate materials and hand and machine tools to produce practical projects• With assistance, identifies and manages some risks. With guidance applies safe work practices• Limited description of the difference between a hardwood and a softwood, lacking any detail when describing the characteristics of timber



BERKELEY VALE CAMPUS
ASSESSMENT TASK
Industrial Technology - Timber

Due Date:

Title: Footstool / Side Table		Teacher Name:	
Year: 9	Stage: 5	Task Number: 2	Weighting: 25%

Syllabus Outcomes:

- 5.1.2** applies OHS practices to hand tools, equipment and processes
5.7.1 describes, analyses and uses a range of current, new and emerging technologies and their various applications

Task Description

Design and construct a footstool using both mortise and tenon joints and dowelled joints. The footstool can either have an upholstered seat or timber top.

You will be required to:

1. Produce a practice mortise and tenon joint
2. Plan and record the order of construction steps required to make and finish your project
3. Prepare timber in the correct manner by being able to follow the FEWTEL method of timber preparation
4. Interpret a cutting list from an orthographic drawing
5. Design the legs, long rails and short rails of your footstool using the scaffold provided
6. Use both hand tools and power tools in a safe and productive manner to produce your footstool
7. Assemble your project using correct procedures
8. Generate a Work Method Statement associated with the use of a router to produce an edge profile on the legs of your project
9. Apply a finish to your project
10. Appraise your finished product, using the TXXXC format for paragraph writing
11. Complete all theory work associated with the project that is supplied by your teacher

Task Modification

Hand rails can be added to your project if incorporated into design. These can be constructed using the lathe if time and access to equipment exists

Extension Opportunities

- Research the joints that you will use
- Experiment with the use of bits used for edge profiles
- Lathe work to produce turned handles, between centres turning
- Comparison of the techniques you will use compared to the techniques and machinery available in industry.

Bibliography including books, magazines and internet sites.

Criteria for Marking

You will be assessed on how well you:

- Undertake all activities within a workshop environment
- Complete all tasks to describe the difference between a hardwood and a softwood

Assessment Task Support Information

Equipment required to complete this task:

- Correct PPE
- Access to workshop
- Worksheets supplied by 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:

- Complete all components of task
- Use appropriate terminology and standards introduced

Success Criteria:	Available Marks		
	1	2	3
5.2.1	Poorly presented Design process. Template not used. Template is poorly cut, not to scale and out of proportion. Template does not take into account the structural qualities of the timber used. Template does not show dimensions or joints.	Design process presented. Template partly used in project. Template is not clearly cut, is not to scale and slightly out of proportion. Template does not take into account all the structural qualities of the timber used. Template does not show all dimensions and joints.	Comprehensive design process presented. Template has been used in project. Template has been cut in a precise manner, is to scale and in proportion. Template takes into account the structural qualities of the timber being used. Template shows all dimensions and joints.
5.7.1	MOP covers a few steps of construction. Steps not in the correct order. MOP covers 1 or 2 aspects related to router safety. MOP shows no prechecks associated with router use. Student does not adhere to MOP.	MOP is fairly comprehensive and fairly accurate. MOP covers some steps of construction in the correct order. MOP covers most aspects related to router safety. MOP shows some prechecks associated with router use. Student partially follows MOP.	MOP is comprehensive and accurate. MOP covers all steps of construction in the correct order. MOP covers all aspects related to router safety. MOP shows all prechecks associated with router use. Student follows MOP.



**BERKELEY VALE CAMPUS
ASSESSMENT TASK
FOOD TECHNOLOGY**

Due Date:
Exam: Term 1 Week 3
Practical Assessment:
Term 1 Weeks 5 - 8

Title: Food healthy and Safety Examination and Practical Assessment		Teacher Name:	
Year: 9	Stage: 5	Task Number: 1	Weighting: 25%

Syllabus Outcomes:

5.1.1 demonstrates hygienic handling of food to ensure a safe and appealing product

5.1.2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food

Task Description:

- Students will complete an exam during class time relating to Work Healthy and Safety (WHS) in the Kitchen and hygienic handling of food
- Students will then demonstrate their understanding safe and hygienic handling of food and WHS during practical lessons in weeks five to eight. If students are absent for one lesson during this period they have the opportunity to demonstrate this understanding in Week 9

Assessment Task Support Information

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:

- Read the questions carefully
- Prepare appropriate for the examination
- Demonstrate safe and hygienic handling of food in the kitchen

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • Student demonstrates excellent safe and hygienic food handling practices during practical lessons • Student demonstrates extensive knowledge of hygienic and safe food handling practices
B	<ul style="list-style-type: none"> • Student demonstrates thorough safe and hygienic food handling practices during practical lessons • Student demonstrates a thorough understanding of hygienic and safe food handling practices
C	<ul style="list-style-type: none"> • Student demonstrates satisfactory safe and hygienic food handling practices during practical lessons • Student demonstrates a satisfactory understanding of hygienic and safe food handling practices
D	<ul style="list-style-type: none"> • Student demonstrates basic safe and hygienic food handling practices during practical lessons • Student demonstrates a basic understanding of hygienic and safe food handling practices
E	<ul style="list-style-type: none"> • Student demonstrates limited safe and hygienic food handling practices during practical lessons • Student demonstrates a limited understanding of hygienic and safe food handling practices



BERKELEY VALE CAMPUS
ASSESSMENT TASK
FOOD TECHNOLOGY

Due Date: Term 2 Week 3

Title: Functional Properties of Food Presentation		Teacher Name:	
Year: 9	Stage: 5	Task Number: 2	Weighting: 25%

Syllabus Outcomes:

5.2.1 describes the physical and chemical properties of a variety of foods

Task Description:

Functional properties describe how ingredients behave during preparation and how they affect the finished food product in terms of appearance, texture and taste.

You will work in a pair and select one of the following functional priorities:

Carbohydrates: Dextrinisation OR Caramelsation OR Crystallisation

Proteins: Denaturation OR Coagulation

Fats: Emulsification

You will then need to create a 3 minute presentation using Google slides or PowerPoint to answer the following:

Tick Box

1. **Define** your selected functional property
2. **Identify** which macronutrient needs to be present for the chemical reaction to occur
3. **Describe** the chemical change that is occurring (e.g. why does bread turn brown when toasted)
4. **Provide** 2 real life examples of the functional property occurring in food preparation or processing. **Explain** the impact of the functional property on the final product
5. **Research** a recipe that incorporates your chosen functional property and include in presentation
6. **Prepare** your recipe prior to your demonstration. Using small amounts of raw ingredients available at school, **compare** the ingredients before and after. **Describe** the difference in appearance, texture and taste (if applicable)

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Assessment Task Support Information

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 images to support your written text
- Submit a copy of your presentation on the Google classroom

Grade	Marking Criteria
A 22-25	<ul style="list-style-type: none">• Evaluates the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage• Student presents an outstanding presentation lasting between 2 ½ and 3 minutes
B 16-21	<ul style="list-style-type: none">• Analyses the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage• Student presents a thorough presentation lasting between 2 ½ and 3 minutes
C 11-15	<ul style="list-style-type: none">• Describes the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage• Student presents a sound presentation lasting between 2 and 2 ½ minutes
D 6-10	<ul style="list-style-type: none">• Outlines a number of chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage• Student presents a basic presentation lasting less than 2 minutes
E 0-5	<ul style="list-style-type: none">• Identifies some chemical and physical properties of foods and, with assistance, identifies some changes that take place in food during preparation, processing and storage• Student presents a limited presentation lasting less than 1 minutes.