

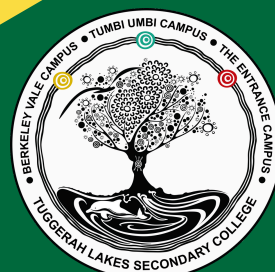


Semester 2

ASSESSMENT BOOKLET

YEAR 10
2024

to the stars





YEAR 10 ASSESSMENT

POLICY INTRODUCTION

This Assessment Schedule Booklet is designed to give students and parents a guideline as to approximate due dates, assessment task content and task type throughout the Semester 2.

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

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

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

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

- an essential and integrated part of teaching and learning
- reflecting a belief that all students can improve
- involving the setting of learning goals with students
- helping students know and 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

RECORD OF SCHOOL ACHIEVEMENT (RoSA)

The Record of School Achievement (RoSA) is a cumulative record of achievement that includes a student's record of academic achievement up until the date they leave school before completing their Higher School Certificate.

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

MINIMUM REQUIREMENTS FOR THE YEAR 10 RoSA

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

- i. Completion of all mandatory curriculum requirements for Years 7 to 10 in:
 - English
 - Mathematics
 - Science
 - History, Geography and Civics
 - Personal Development, Health and Physical Education
- ii. Student must have met NESA's curriculum and assessment requirements (at some time over their studies in Years 7 to 10) for:
 - Language other than English
 - Visual Arts
 - Music
 - Design and Technology

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

(a) Subject Requirements

English	<ul style="list-style-type: none">• must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
Mathematics	<ul style="list-style-type: none">• must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
Science	<ul style="list-style-type: none">• must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
Human Society and Its Environment	<ul style="list-style-type: none">• must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed. This must include 100 hours each of History and Geography in each Stage.
Languages other than the English	<ul style="list-style-type: none">• 100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
Technological and Applied Studies	<ul style="list-style-type: none">• Years 7–8 syllabus to be studied for 200 hours.
Creative Arts	<ul style="list-style-type: none">• 200 hours to be completed, consisting of our 100-hour mandatory courses in each of Visual Arts and Music. We expect that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
Personal Development, Health and Physical Education	<ul style="list-style-type: none">• 300-hour course to be completed. This integrated course is to be studied in each of Years 7–10.

(b) Attendance Requirements

Students must complete the campus attendance requirements until the end of the Year 10 school year. Students are not permitted to leave school prior to the end of Year 10 unless they are entering an alternative educational pathway (for example, apprenticeship or traineeship). (Year 10 completion date to be advised). Failure to satisfactorily complete a course outlined in (i) and (ii) above will mean that a student has failed to meet the minimum requirements for the award of a RoSA and a certificate will be issued with a Transcript of Study only.

PROCEDURES FOR LATE SUBMISSION

For students in Year 10, Assessment Tasks submitted/completed after the due date receive a zero mark. An Illness/Misadventure Appeal will need to be completed by the student and submitted to the Deputy Principal for consideration within 5 days of the task being due. Students will be eligible to receive marks for the task if the Deputy Principal upholds the appeal based on legitimate absence reasons provided in full.

(a) Request for Extension of a Due Date

If additional time is required to complete a task, students should discuss this with their teacher or Head Teacher before the due date. Students should not assume that an extension will be given to complete an assessment task. An Illness / Misadventure application will need to be completed by the student.

(b) Absence from an Assessment Task or Examination

i. Absence known before a task due date:

Where a written task is to be handed in on a due date or an in-class assessment performed, and the absence is known beforehand, the student must submit an Illness/Misadventure form (see Appendices) and arrange for the task to be submitted, or completed, on or before time. Note: If travelling, Absences of greater than five days will also require an application for Extended Leave.

ii. Unanticipated Absence on due date – Hand in Assessment Task:

Where the student is absent on the day an assessment task is due and the task was not handed in by prior arrangement, due to illness/misadventure, the student must hand in the task to their teacher on their first day of attendance accompanied by a dated/signed Illness/Misadventure form explaining reasons for the late submission of the task.

iii. Unanticipated Absence on due date – In Class in Assessment Task:

Where a student is absent on the day of an in-class assessment, it is the responsibility of the student to see the Head Teacher of the relevant course on the first day of attendance after illness and to make alternative arrangements for completion of the assessment task. The student must be prepared to sit the task the first day back at school. An Illness/Misadventure Letter signed by the parent/guardian must be provided to support the Illnesses for the late completion of the assessment task.

Where a student is absent on the day an assessment task is due or scheduled either for medical reasons or for any other reason, an Illness/Misadventure form must be submitted to the Deputy Principal to avoid any penalties being imposed for late submission of the task. Failure to follow the above procedures will result in parents being contacted.

Under no circumstances does a suspension from school entitle a student to submit an assessment after the due date. If a student is on suspension from school at the time when an assessment item is due, it remains the student's responsibility to ensure the task is submitted on the due date. It is the student's responsibility to notify the Deputy Principal at the time of suspension that an assessment task is to be completed in class over the period of suspension. Where appropriate, the student may be asked to complete the task on return from suspension.

PROCEDURES FOR ILLNESS / MISADVENTURE APPEALS

An illness/misadventure form is used when an assessment task is:

- not submitted on time
- submitted incomplete
- during extra-ordinary circumstances.

Where a student experiences a misadventure, she/he should complete an Illness/Misadventure Appeal form. This must be done on the same day where possible or the next day of attendance including attendance at the next examination after the misadventure.

(a) Completing the Illness/Misadventure Appeal

Section 1: Complete your personal details as requested.

Section 2: Complete the details regarding the assessment task that the application you are making applies to.

Section 3: Provide details for the circumstances that have required you to make this application and you must attach relevant documentation to support your application (e.g. doctor's certificate, statutory declaration, other).

It is the student's responsibility to complete the Illness/Misadventure Appeal and submit it within five school days of the due date of the task. Late appeals may be considered but only in the event of exceptional circumstances.

Students cannot submit an appeal on the basis of:

- technology fault
- alleged deficiencies in teaching
- long-term illness such as glandular fever unless they are suffering a flare-up of the condition during the examination or assessment period
- misreading the examination timetable
- misreading assessment task or examination instructions
- other commitments such as holidays, participation in entertainment, work or sporting events, or attendance at examinations conducted by other institutions or organisations. Special consideration for changes to the scheduled date must be made in writing, addressed to the Principal and well in advance of the event.
- illness once the assessment paper is opened during the reading time, or after the examination commences.

(b) Process

The appeal is then completed by the Deputy Principal (within policy guidelines) in consultation with the Head Teacher of the appropriate faculty. The Deputy Principal may:

- Uphold the appeal
- Dismiss the appeal
- Impose a penalty.

If the Deputy Principal dismisses the appeal, the student has the option of requesting an Appeals Committee review.

(c) Appeal Process

The Appeals Committee shall be convened by the alternate Deputy Principal, and include the Head Teacher of another faculty and the Year Adviser. The committee may:

- Uphold the appeal
- Dismiss the appeal
- Impose a penalty.

The committee should communicate the outcome of the appeal to the student. This could include an extension of time, a substitute task or an estimated mark.

MALPRACTICE

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person such as a parent, coach or subject expert has contributed
- substantially using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

To assist in the detection of malpractice, Berkeley Vale Campus utilises a plagiarism detection program to maintain the integrity of student work. Where malpractice is detected, a zero mark may be given for the entire task. The school may apply penalties at the discretion of the Principal. Where a student is present on the day of the task and does not attend in the periods prior to the task, penalties will apply. A student penalised for malpractice has access to the appeals process.

Students are expected to conform to the highest standards of academic integrity and ethical scholarship. If the results of an assessment task are found to be invalid or unreliable for the entire cohort due to malpractice, then an alternative assessment task may be given.

Students may be called upon to re-submit a task or to provide photographic evidence that they have completed a task where assessment tasks which are completed off-site and where malpractice is suspected. For this reason, students completing major works are advised to keep a photographic record and a document trail of the development of their major work. If a student cannot meet this condition they may be penalised.

In addition, if an assessment task reflects a non-serious or frivolous attempt it may be awarded zero. If this was to occur a student would also receive an 'N' warning letter.

DISABILITY PROVISIONS

Disability Provisions may assist students to read examination questions and write their answers. Provisions may include rest breaks and extra time. The use of any provision is not written on the student's results. The Learning and Support Teacher is responsible for the identification and management of students requiring Disability Provisions.

- Disability Provisions apply only where the disability needs a practical arrangement to reduce disadvantage in an exam situation.
- Disability Provisions also apply to temporary and emergency-related disabilities such as where a student breaks their writing arm a week before an examination.
- Students may need provisions for:
 - a permanent condition, such as diabetes or reading difficulty
 - a temporary condition, such as a broken arm, or
 - an intermittent condition, such as back pain when sitting for long periods.

Principals have the authority to decide on and to implement Disability Provisions for school-based assessment. Where it is appropriate and suitable these provisions will also be offered to the students to complete their internal assessment component. The Learning and Support Teacher will develop a list of students requiring disability provisions by the end of Term 1. Additional students may be added during the year.

(a) Applying for Disability Provisions

- If you wish to seek disability provisions you must speak to the Learning and Support Teacher (LaST)
- Students will need to supply relevant documentation/evidence (not older than one year) of the special examination need
- Evidence will be evaluated against NESA criteria and approved if criteria met
- If a student is granted the use of a computer, he/she will only have access to a school computer with Wi-Fi access disabled

Students who have been awarded disability provisions are to check with the LaST about the arrangements for these provisions for the upcoming task. This should be done when the assessment notification has been distributed.

Further information can be found on the NESA website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

SATISFACTORY COMPLETION OF A COURSE

(a) Course Completion Criteria

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

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

Inadequate bookwork may result in an 'N' determination on the grounds of not meeting the New South Wales Education Standards Authority (NESA) requirement of a student demonstrating 'diligence and sustained effort'.

Students who do not satisfactorily complete a course may receive an 'N' determination.

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

If a student's attendance falls below 90% of the school's programmed lesson time for a course, the Principal may determine that, as a result of absence, the above course completion criteria may not be met. Clearly, absences will be regarded seriously by the Principal, who will give students early warning of the consequences of absences.

If, at any time, it appears that a student is at risk of receiving an 'N' determination in any course, the student will be warned and their parents/guardian advised in writing. This warning will be given in time for the problem to be corrected. Students who have not complied with the above requirements in both Year 9 and Year 10 cannot be regarded as having satisfactorily completed the course. The Principal will then apply the 'N' determination. The school will enter an 'N' on the Grading Recommendation Schedule. Where the 'N' determination is applied, it will appear on the student's RoSA depending upon the course. It may also mean that the student has not satisfactorily completed the minimum pattern of courses required for the RoSA credential in that year.

(b) Appeals Against 'N' Determination

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

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

SCHOOL BASED ASSESSMENT

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

(a) Performance Descriptors

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

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

(b) General Performance Descriptors

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

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

Inadequate bookwork may result in an 'N' determination on the grounds of not meeting the New South Wales Education Standards Authority (NESA) requirement of a student demonstrating 'diligence and sustained effort'.

<p style="text-align: center;">N Determination</p>	<p>Where 'N' appears in place of an A to E grade opposite a course, the student has failed to meet one or more of the following requirements:</p> <ul style="list-style-type: none"> a) followed the course developed by the Board of Studies b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school c) achieve some or all of the course outcomes
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ADVICE TO YEAR 10 PARENTS AND STUDENTS REGARDING ASSESSMENT TASKS

The follow advice is given regarding ALL assessment tasks:

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

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

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

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

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

CAMPUS RESPONSIBILITIES

The Campus is responsible for:

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

COURSE ASSESSMENT TASKS

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

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

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

COURSE ASSESSMENT SCHEDULES

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

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

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

FACULTY RESPONSIBILITIES

Faculties and Head Teachers are responsible for:

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

- recording all marks on school electronic Sentral Markbook system. Both electronic and paper copies are required for security purposes and paper copies filed into teacher folders
- providing a grade per student in each course that reflects the performance descriptors

RESPONSIBILITIES OF YEAR 10 STUDENTS

Students in Year 10 are responsible for:

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

RoSA EXAMPLES

RECORD OF SCHOOL ACHIEVEMENT

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

STAGE 5 COURSES		Result
Year	Course	
Board Developed Courses		
2012	English (200)	B
	Mathematics (200)	B7
	Science (200)	B
	Australian Geography (100)	C
	Australian History (100)	C
	Commerce (200)	C
	Agricultural Technology (200)	A
	Industrial Technology (Engineering) (200)	C
	Information & Software Technology (200)	A
	Personal Development, Health and P.E. (100)	B
Years 7 to 10 Mandatory Curriculum Requirements		
	English	Completed
	Mathematics	Completed
	Science	Completed
	Human Society and its Environment	Completed
	Languages	Completed
	Technology	Completed
	Music	Completed
	Visual Arts	Completed
	Personal Development, Health and P.E.	Completed

(see reverse)

Student Number: 123456789

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

President

RECORD OF SCHOOL ACHIEVEMENT

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

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

Board Developed Courses		
Year	Course	
2013	English (Standard) (2 Unit)	
	Mathematics (2 Unit)	
	Biology (2 Unit)	
	Industrial Technology (2 Unit)	
	Personal Development, Health and P.E. (2 Unit)	
	Metal and Engineering (2 Unit)	

Refer to Vocational documentation

Page 1 of 2

Student Number: 230299553

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

President

DMiles
Debbie Miles
Principal

Inadequate bookwork may result in an 'N' determination on the grounds of not meeting the New South Wales Education Standards Authority (NESA) requirement of a student demonstrating 'diligence and sustained effort'.

Assessments at a glance - Planning Grid – Term 4

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

CAPA

Includes:

Music

Photography and Digital Media

Visual Arts





BERKELEY VALE CAMPUS MUSIC ASSESSMENT TASK

Due Date: Term 3 Week 5

Title: Aural Examination		Teacher Name:	
Year: 10	Stage: 5	Task Number: 2	Weighting: 30%

Syllabus Outcomes:

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

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

Task Description:

You will sit an Aural Examination (listening test), in which you are required to listen to excerpts of music and form written responses based on questions about the music.

Questions will be related to the 6 concepts of music.

You have had practice exams and aural questions in class and should revise your classwork and handouts in order to revise for the examination.

Each question will require you to listen to an excerpt of music. This will be arranged by the teacher. You will not be given the excerpts until the exam. Each excerpt will be played 5 times with breaks for writing in between.

The examination will take approximately 1 hour and will occur in class time.

Assessment Task Support Information:

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

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:

- be involved with theory lessons in class
- revise bookwork
- regularly listen to music outside of school
- seek regular help and feedback from my teacher

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • demonstrates focused listening with well-supported observations, including detailed descriptions of musical events, in a suitably structured response • describes in detail the ways in which the composer has utilised the concepts of music within the excerpt
B	<ul style="list-style-type: none"> • demonstrates thorough listening and musical awareness, although descriptions of musical events may contain inaccurate observations • describes ways in which the composer has utilised the concepts of music within the excerpt
C	<ul style="list-style-type: none"> • demonstrates sound listening and musical awareness, although descriptions of musical events may contain inaccurate observations • describes the music with sound reference to the concepts
D	<ul style="list-style-type: none"> • demonstrates basic musical awareness, but often makes generalisations without providing supporting examples • describes the music in a superficial way with some reference to the concepts
E	<ul style="list-style-type: none"> • demonstrates very limited musical awareness, and describes musical events incorrectly or in a superficial way • describes the music in a superficial or incorrect way with no reference to the concepts



BERKELEY VALE CAMPUS MUSIC ASSESSMENT TASK

Due Date: Term 3 Week 8

Title: Performance		Teacher Name:	
Year: 10	Stage: 5	Task Number: 3	Weighting: 40%

Syllabus Outcomes:

- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness

Task Description:

You are to perform one piece of music which represent one of the topics studied in Years 9 and 10. Pieces can be performed solo or as an ensemble.

You will be required to source your own repertoire and seek approval from your teacher. Following this, you will be given time in class to rehearse.

Upon completion, you will perform for your classroom teacher and your class.

Assessment Task Support Information:

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

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:

- choose a song early and start rehearsing
- practice regularly in and out of school if possible
- seek regular feedback from my teacher

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • demonstrates outstanding technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire • demonstrates perceptive stylistic understanding through performance of the chosen repertoire using articulation, dynamics and expressive techniques • performs with a well-developed sense of personal expression, demonstrated by the use of appropriate expressive techniques and a sensitivity to the chosen style • demonstrates an outstanding understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance
B	<ul style="list-style-type: none"> • demonstrates thorough technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire • demonstrates a detailed stylistic understanding through performance of the chosen repertoire using articulation, dynamics and expressive techniques • performs with a sense of personal expression, demonstrated by the use of expressive techniques and sensitivity to the chosen style • demonstrates a thorough understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance
C	<ul style="list-style-type: none"> • demonstrates sound technical skills. some problems in maintaining technical fluency and technical facility are evident as are inconsistencies in intonation • demonstrates a sound sense of stylistic understanding through performance of the chosen repertoire. the articulation and/or dynamics and/or expressive techniques may not be consistently appropriate to the chosen style • performs the chosen repertoire with a sense of musical expression, with an attempt to incorporate expressive techniques appropriate to the chosen style • demonstrates a sound although not consistent understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance
D	<ul style="list-style-type: none"> • demonstrates some basic technical skill, although there are frequent inconsistencies in technical fluency, technical facility, and intonation • demonstrates a basic stylistic understanding. Articulation and/or dynamics and/or expressive techniques are not consistently appropriate to the chosen style • performs the chosen repertoire with little sense of musical expression • demonstrates a limited awareness of the performer's role as a soloist/ensemble member, which may be evident through lack of communication and balance in the ensemble or with the accompanist
E	<ul style="list-style-type: none"> • demonstrates very limited technical skills • demonstrates little evidence of stylistic understanding of the chosen style • performs the chosen repertoire with little or no sense of musical expression • demonstrates very little or no awareness of the performer's role as a soloist/ensemble member



BERKELEY VALE CAMPUS
PHOTOGRAPHY AND DIGITAL MEDIA
ASSESSMENT TASK

Due Date: Term 4 Week 4

Title: Short Film		Teacher Name:	
Year: 10	Stage: 5	Task Number: 3	Weighting: 40%

Syllabus Outcomes:

- 5.3** makes photographic and digital works informed by an understanding of how the frames affect meaning
- 5.5** makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
- 5.6** selects appropriate procedures and techniques to make and refine photographic and digital works

Task Description:

There are two components to this task.

Part One: Short Film 30%

You will create, produce and edit a short fantasy film. The project will be completed individually or in small group of 3-4 students. Each student will have a specific role to play in the film production process.

The completed film must be saved as an MP4 file and uploaded to the Google Classroom by the due date.

Part Two: Preproduction Activities 10%

You will complete a variety of online preproduction tasks that will be completed on the Google Classroom and in your Photography and Digital Media Journal.

These will include:

- film research studies
- camera angles
- camera usage
- costuming
- story board and film script

Assessment Task Support Information:

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

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:

- **have equipment required to complete this task:** camera, Photographic Journal, Google Classroom access
- follow all instructions pertaining to filming around the school
- treat all equipment with care
- complete all preproduction tasks assigned on the Google Classroom
- produce a creative and original short film

Grade	Marking Criteria
A	<ul style="list-style-type: none"> produced a creative and original short film that was upload as an MP4 file actively participated and worked with their group to script, plan, use costume, shoot and edit the short film demonstrated extensive knowledge of film production processes and camera techniques in their film all preproduction tasks on the Google Classroom or Photographic and Digital Journal completed to an outstanding standard
B	<ul style="list-style-type: none"> produced an original short film that was upload as an MP4 file actively participated and worked with their group to script, plan, use costume, shoot and edit the short film demonstrated thorough knowledge of film production processes and camera techniques in their film all preproduction tasks on the Google Classroom or Photographic and Digital Journal completed to a high standard
C	<ul style="list-style-type: none"> produced a satisfactory short film that was upload as an MP4 file sometimes participated and worked with their group to script, plan, use costume, shoot and edit the short film demonstrated sound knowledge of film production processes and camera techniques in their film most of the preproduction tasks on the Google Classroom or Photographic and Digital Journal completed to a satisfactory standard
D	<ul style="list-style-type: none"> produced a basic short film that was upload as an MP4 file did not contribute or work with their group to script, plan, use costume, shoot and edit the short film demonstrated limited knowledge of film production processes and camera techniques in their film a limited number of preproduction tasks on the Google Classroom or Photographic and Digital Journal completed
E	<ul style="list-style-type: none"> failed to produce a short film that was upload as an MP4 file did not contribute or work with their group to script, plan, use costume, shoot and edit the short film did not demonstrate sufficient knowledge of film production processes and camera techniques in their film did not complete any preproduction tasks on the Google Classroom or Photographic and Digital Journal



BERKELEY VALE CAMPUS
VISUAL ARTS ASSESSMENT TASK

Due Date: Term 3 Week 3

Title: Artist Case Study and Artmaking Tasks		Teacher Name:	
Year: 10	Stage: 5	Task Number: 2	Weighting: 40%

Syllabus Outcomes:

- 5.2** makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
- 5.8** uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
- 5.9** demonstrates how the frames provide different interpretations of art

Task Description:

There are two components to this task.

Part One: Artmaking Tasks 20%

You will create a Body of Work consisting of:

- pen drawing of the natural environment
- a lino print with showing a design using natural and/or human made subject matter

Part Two: Artist Case Study 20%

You will complete a case study using the conceptual framework: Artist, artwork, world, and audience on **ONE** of the following artists:

- Margaret Preston
- Albert Namatjira
- Grace Cossington-Smith
- Jeffrey Smart

This will be submitted on the Google Classroom.

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

Assessment Task Support Information:

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

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

To do well in this assessment task I must:

- meet all aspects outlined for the specific task
- demonstrate an articulation of ideas and concepts in my Visual Arts Diary (VAD)
- VAD entries demonstrate developed and reasonably sustained levels of artmaking practice
- demonstrate care in organising composition and presentation of the Body of Work
- complete the case study using research and ICT skills and submit on the Google Classroom
- complete the three practical tasks to the best of my ability

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • demonstrates extensive technical accomplishment in artmaking creating a sophisticated and refined Body of Work exploring drawing and lino printing • demonstrates extensive understanding of the local environment and world as a source of concepts and ideas that is reflected in their Body of Work • demonstrates a deep understanding of the artist's practice, showing extensive understanding of the conceptual framework and analysis of artwork using the frames • demonstrates exceptional documentation of artmaking practice and processes in their Visual Arts Diary
B	<ul style="list-style-type: none"> • demonstrates excellent technical accomplishment in artmaking creating a highly skilled Body of Work exploring drawing and lino printing • demonstrates thorough understanding of the local environment and world as a source of concepts and ideas that is reflected in their Body of Work • demonstrates a thorough understanding of the artist's practice, showing excellent understanding of the conceptual framework and analysis of artwork using the frames • demonstrates substantial documentation of artmaking practice and processes in their Visual Arts Diary
C	<ul style="list-style-type: none"> • demonstrates sound technical accomplishment in artmaking creating a pleasing Body of Work exploring drawing, and lino printing • demonstrates sound understanding of the local environment and world as a source of concepts and ideas that is reflected in their Body of Work • demonstrates a sound understanding of the artist's practice, showing satisfactory understanding of the conceptual framework and analysis of artwork using the frames • demonstrates sound documentation of artmaking practice and processes in their Visual Arts Diary
D	<ul style="list-style-type: none"> • demonstrates basic technical accomplishment in artmaking creating a simple and unrefined Body of Work attempting drawing, and lino printing • demonstrates some understanding of the local environment and world as a source of concepts and ideas that is reflected in their Body of Work • demonstrates a basic understanding of the artist's practice, showing limited understanding of the conceptual framework and analysis of artwork using the frames • demonstrates limited documentation of artmaking practice and processes in their Visual Arts Diary
E	<ul style="list-style-type: none"> • demonstrates very limited technical accomplishment in artmaking creating a limited or incomplete Body of Work with incomplete or unresolved drawings, and lino print • demonstrates little or no understanding of the local environment and world as a source of concepts and ideas that is reflected in their Body of Work • demonstrates a little or no understanding of the artist's practice, showing minimal understanding of the conceptual framework and analysis of artwork using the frames • demonstrates little or no documentation of artmaking practice and processes in their Visual Arts Diary



BERKELEY VALE CAMPUS VISUAL ARTS ASSESSMENT TASK

Due Date: Term 4 Week 3

Title: Abstract Art		Teacher Name:	
Year: 10	Stage: 5	Task Number: 3	Weighting: 30%

Syllabus Outcomes:

- 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
5.6 demonstrates developing technical accomplishment and refinement in making artworks

Task Description:

There are two components to this task.

Part One: Choice of Expressive Forms 20%

You will explore abstract art using a variety of expressive forms including painting, drawing and sculpture.

Part Two: Visual Arts Diary 10%

You will complete a range of drawing exercises and activities relating to abstract art as well as written theory related to artmaking procedures and practice.

You will have the opportunity in class to seek guidance and clarify any misunderstandings related to the task. You will be able to complete all work during class time. All supporting resources will be provided including paper, paint, art media.

Assessment Task Support Information:

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

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

To do well in this assessment task I must:

- outline all aspects for the specific task
- demonstrate a variety of art making techniques and artistic processes in expressive forms
- ensure my Visual Arts Diary is up to date with all work completed
- demonstrate creativity in presentation of work and show process of ideas and art making in my VAD
- use research skills and ICT to produce comprehensive artist research tasks

Grade	Marking Criteria
A	<ul style="list-style-type: none"> the expressive forms showed superior technical accomplishment and refined artmaking skills VAD entries demonstrated sophisticated understanding of the frames and conceptual framework.
B	<ul style="list-style-type: none"> The expressive forms showed excellent technical accomplishment and refined artmaking skills VAD entries demonstrated sustained levels of understanding of the frames and conceptual framework
C	<ul style="list-style-type: none"> the expressive forms showed satisfactory technical accomplishment and developing artmaking skills VAD entries were sound and demonstrated an adequate understanding of the frames and conceptual framework
D	<ul style="list-style-type: none"> the expressive forms showed basic technical accomplishment and developing artmaking skills VAD entries were basic and demonstrated a limited understanding of the frames and conceptual framework
E	<ul style="list-style-type: none"> the expressive forms were incomplete and unresolved showing very limited artmaking skills VAD entries demonstrated very limited understanding of the frames and conceptual framework

ENGLISH





BERKELEY VALE CAMPUS
ENGLISH ASSESSMENT TASK

Due Date: Term 3 Week 10

Title: Imaginative Response		Teacher Name:	
Year: 10	Stage: 5	Task Number: 3	Weighting: 20%

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

EN5-6C investigates the relationships between and among texts and creates imaginative texts that make relevant thematic and intertextual connections with other texts

Task Description:

“Knowing yourself is the beginning of all wisdom.”– Aristotle.

In class you have been reading texts which explore notions of ‘Self- discovery’.

For this task you are to plan and compose an imaginative response which demonstrates your understanding of self-discovery, as well as your ability to use language forms and features and structures of texts in an effective way.

Your response must be based on one of the prompts provided and needs to be between 800-1000 words in length. It will be completed under exam conditions; however, time in class will be allocated to planning, drafting and feedback.

Time will be allocated in class for planning and drafting. The task will be completed under exam conditions where you will submit a handwritten copy of the response.

Assessment Task Support Information:

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

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

To do well in this assessment task I must:

- prepare and plan a response, submit drafts for feedback
- ensure that the response relates to one of the prompts and the concept of self-discovery
- use knowledge and understanding of narrative techniques to create an imaginative response

Grade	Marking Criteria
A	<ul style="list-style-type: none"> demonstrates extensive skills in the ability to select and use language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts creates a highly effective imaginative text that makes relevant thematic and intertextual connections to the idea of self-discovery
B	<ul style="list-style-type: none"> demonstrates thorough skills in the ability to select and use language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts creates an effective imaginative text that makes relevant thematic and intertextual connections to the idea of self-discovery
C	<ul style="list-style-type: none"> demonstrates sound skills in the ability to select and use language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts creates a sound imaginative text that makes relevant thematic and intertextual connections to the idea of self-discovery
D	<ul style="list-style-type: none"> demonstrates basic skills in the ability to select and use language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts creates a basic imaginative text that makes relevant thematic and intertextual connections to the idea of self-discovery
E	<ul style="list-style-type: none"> demonstrates very limited skills in the ability to select and use language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts creates a very limited imaginative text that makes relevant thematic and intertextual connections to idea of self-discovery

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



**BERKELEY VALE CAMPUS
ENGLISH ASSESSMENT TASK**

Due Date: Term 4 Week 4

Title: Multimodal and Viva Voce		Teacher Name:	
Year: 10	Stage: 5	Task Number: 4	Weighting: 25%

Syllabus Outcomes:

EN5-2A selects and uses language forms and features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning

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

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

Task Description:

Part One: Visual Representation

Compose a visual representation exploring a key theme linked to Self-Discovery and the novel you have studied in class.

Compose a visual representation that clearly reflects your understanding of the novel you have studied in class. Your visual representation should explore one key theme linked to Self-Discovery and your view of the concept of Self-Discovery.

Your Visual Representation must include the following elements:

- a visual representation using a relatable visual image as a focal point (salient image) and a range of other visual techniques (colour, vector, font size, type, layout, angle and shot type etc.)
- the title of the novel
- the author and date of publication placed directly under the title
- two notable quotes from the core text that relate to your chosen theme and the concept Self-Discovery
- one paragraph explaining how the quotes relate to the theme chosen and Self-Discovery
- ten (10) key words that relate to the key theme and concept Self-Discovery

Your visual representation should be A3 in size and be completed by hand or digitally. You must submit your composition at the time of your Viva Voce on Monday 30th October.

Part Two: Viva Voce

You are required to present your Visual Representation to a small panel of teachers and respond to questioning related to your interpretation of your class novel, theme and concept Self-Discovery as expressed in your representation.

When addressing Viva Voce questions, you need to demonstrate your understanding of how authors shape meaning using language forms and features as well how you have used language and visual techniques to make meaning in your visual representation.

The Viva Voce will run for approximately 2 ½ minutes

Assessment Task Support Information:

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

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

To do well in this assessment task I must:

- read, understand, and analyse the set class novel
- plan, draft and seek feedback on my understanding of the themes and literary techniques presented in the class novel
- effectively experiment with visual techniques to engage an audience
- attend my Viva Voce at my allocated time. This will be given to me at least 2 weeks before the due date
- present an engaging exchange that illustrates my knowledge of the class novel themes and a deep understanding of the concept studied throughout the module

Grade	Marking Criteria – PART ONE
A	<ul style="list-style-type: none"> • a sophisticated, original and visually appealing visual representation that creatively connects the core text to the concept of self discovery, through the exploration of a key theme • includes highly relevant literary quotations (2) from the core text that have substantial links to the theme and concept self-discovery. Paragraph response demonstrates extensive analysis of key theme and language techniques utilised by the author to convey meaning (paragraph response) • original and artistic salient image, skillful use of visual techniques to convey meaning: colour (or lack of), contrast, symbolism and layout choices (salient and vectors) to convey the key theme being explored
B	<ul style="list-style-type: none"> • an original and visually appealing visual representation that connects the core text to the concept of self discovery, through the exploration of a key theme • relevant literary quotations (2) literary quotations (2) from the core text that have substantial links to the theme and concept self-discovery. Paragraph response demonstrates extensive analysis of key theme and language techniques utilised by the author to convey meaning (paragraph response) • creative salient image and careful use of visual techniques: colour (or lack of), contrast, symbolism and layout choices (salient and vectors) to convey the key theme being explored
C	<ul style="list-style-type: none"> • an adequate visual representation that connects the core text to the concept of self discovery, through the exploration of a key theme • use of quotations (2) from the core text with some link to the concept of discovery. Paragraph response is attempted and demonstrates sound analysis of themes and some language techniques used by the author to convey meaning (paragraph response) • adequate use of visual techniques: colour (or lack of), contrast, symbolism and layout choices (salient and vectors) to convey the key theme being explored
D	<ul style="list-style-type: none"> • limited or inconsistent attempt at composing a visual representation • limited connection to the core text to the concept of self-discovery, through the exploration of a key theme • limited use of quotation(s) from the core text, may not relate to the theme or self-discovery • limited/no analysis of quotations was evident (paragraph response) • underdeveloped use of visual techniques: colour (or lack of), contrast, symbolism and layout choices (salient and vectors) to convey the concept idea
E	<ul style="list-style-type: none"> • very limited attempt at composing a visual representation • visual representation has little/no connection to the theme, core text and/or concept discovery • no obvious links made to the core text no quotations • very limited use of visual techniques, no effort to apply colour, symbolism, or layout choices (possibly presented like a draft/unfinished)

Grading Boundaries

A	B	C	D	E
13-15	10-12	7-9	4-6	1-3

Grade	Marking Criteria – PART TWO
A	<ul style="list-style-type: none"> provides evidence of a highly effective and extensive critical reflection of the core text EN5-7D demonstrates highly sophisticated skills in the coherent and fluent presentation of complex ideas, integrating understanding of audience appeal, essential purpose and effectiveness of the multimodal task EN5-9E
B	<ul style="list-style-type: none"> provides evidence of an effective knowledge of the core text EN5-7D demonstrates effective skills in the coherent presentation of complex ideas, integrating understanding of audience appeal, essential purpose and effectiveness of the multimodal task EN5-9E
C	<ul style="list-style-type: none"> investigates and considers the structure of the core text EN5-7D demonstrates developing skills in the presentation of ideas and attempts to integrate understanding of audience appeal, essential purpose and effectiveness of the multimodal EN5-9E
D	<ul style="list-style-type: none"> demonstrates a superficial understanding with under-developed ideas of the core text EN5-7D delivers an uneven presentation and under-developed ideas of the effectiveness of the multimodal task EN5-9E
E	<ul style="list-style-type: none"> investigates and presents in a very limited manner with undeveloped ideas of the core text EN5-7D

Grading Boundaries				
A	B	C	D	E
9-10	7-8	5-6	3-4	1-2

HSIE

Includes:

Commerce





BERKELEY VALE CAMPUS HISTORY ASSESSMENT TASK

Due Date: Term 3 Week 8

Title: Rights and Freedoms Rich Task		Teacher Name:	
Year: 10	Stage: 5	Task Number: 1	Weighting: 50%

Syllabus Outcomes:

HT5-2 able to place events in the correct order and explain what has stayed the same or changed as a result of the policies

HT5-3 explain and analyses the motives and actions of past individuals and groups in the historical contexts of Aboriginal Rights and Freedoms

HT5-6 able to use relevant evidence from sources to support historical narratives, explanations and analysis of the modern world and Australia

HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry

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

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

Task Description:

Part One: Extended response

In class, you have learnt how the four government policies of Protection, Assimilation, Integration and Self-Determination changed the rights and freedoms of Aboriginal people during the 20th Century.

You will write an extended response to the question: 'Assess the impacts of ONE significant government policy on the rights and freedoms of Aboriginal people and Torres Strait Islanders in Australia'.

You will need to refer to at least 3 impacts. You must also include the following:

Tick when completed:

- ☐ an introduction and conclusion
- ☐ 6-8 paragraphs, on your chosen policy which address the above question. Your teacher will give you a TXXXC template to assist you with the structure
- ☐ Chicago Footnoting to reference quotes or facts that you have researched. You will learn how to do this in class
- ☐ a fully annotated bibliography. You will learn how to do this in class

Part Two: Creative work

This can be in the form of a photo, a digital file or some other form negotiated with your teacher.

Tick when completed:

- ☐ Produce one creative work (painting, sculpture, cartoon, diorama, model, ICT, video documentary, movie etc.) which reflect the 'impact' of a chosen policy. (15 Marks)

You are not limited to the above ideas and may wish to demonstrate your creativity and understanding of each policy in another way.

- ☐ Complete a rationale on your own creative piece that explains how it is connected to impact from your chosen policy (10 marks)

Sources that can assist you include:

The Podcasts: In the Shadow of Terra Nullius parts 1-3 will be your main source of information.

Textbooks: any of the school textbooks containing the topic on Aboriginals –great for finding quotes

Searching a website: there are hundreds of websites you can use. You need to decide what you are looking for exactly before searching. You could type into Google things like - 'A quote by PM Gough Whitlam on Land Rights,' 'Impact of the 1967 Referendum on Aboriginal people,' 'How stolen generation affected Australian Aborigines' etc.

Assessment Task Support Information:

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

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:

- listen to the Podcasts: In the Shadow of Terra Nullius Parts 1-3
- complete the classwork on Government Policies relating to the topic “Changing Rights and Freedoms.”
- answer the extended response question by evaluating the impacts of one policy on the rights and freedoms of Aboriginal people, with two detailed paragraphs (using TXXXC structure), an introduction and conclusion
- ensure that each paragraph is correctly referenced using the Chicago Footnoting style (minimum of two footnotes per paragraph) and that a fully annotated bibliography is included at the end of my response
- submit one creative work (in any medium I choose) that shows the impact of a chosen policy on the rights and freedoms of Aboriginal people. My work must include a written ‘rationale’ paragraph or explanation that shows how my work reflects the impact of my chosen policy

Grade	Marking Criteria – PART ONE
A 22-25	<ul style="list-style-type: none">• extensive knowledge and understanding of one government policy with a very high level of historical detail• extensive use of key historical words and terms• well structured and have the required number and type of references and a correctly written annotated bibliography
B 17-21	<ul style="list-style-type: none">• thorough knowledge and understanding of one government policy with a high level of historical detail• thorough use of key historical words and terms• well structured and have most of the required number and type of references• bibliography may have some structural mistakes
C 12-16	<ul style="list-style-type: none">• sound knowledge and understanding of one government policy with an adequate level of historical detail• some use of key historical words and terms• sound structure but may lack the required number and type of references• bibliography may have structural mistakes or not be completely annotated
D 7-11	<ul style="list-style-type: none">• basic knowledge and understanding of one government policy with a limited level of historical detail• make little use of key historical words and terms• lack structure and does not have the required number and type of references• bibliography is poorly structured and may not be annotated
E 1-6	<ul style="list-style-type: none">• elementary knowledge and understanding of one government policy with a very limited level of historical detail• make very little to no use of key historical words and terms• lack structure and does not have the required number and type of references• bibliography is not included

Grade	Marking Criteria – PART TWO
<p>A 22-25</p>	<ul style="list-style-type: none"> • create a work that is highly imaginative to demonstrate an extensive understanding of the changing rights and freedoms of Aboriginal people • submit a sophisticated source analysis that meets the brief at an outstanding level
<p>B 17-21</p>	<ul style="list-style-type: none"> • create a work that is highly imaginative to demonstrate a thorough understanding of the changing rights and freedoms of Aboriginal people • submit a sophisticated source analysis that meets the brief at a very high level
<p>C 12-16</p>	<ul style="list-style-type: none"> • create a work that uses some imagination to demonstrate a sound understanding of the changing rights and freedoms of Aboriginal people • submit a source analysis that meets the brief at an adequate level
<p>D 7-11</p>	<ul style="list-style-type: none"> • create a work which may lack imagination to demonstrate a basic understanding of the changing rights and freedoms of Aboriginal people • submit a source analysis that meets the brief at a limited level
<p>E 1-6</p>	<ul style="list-style-type: none"> • create a work which lacks imagination to demonstrate an elementary understanding of the changing rights and freedoms of Aboriginal people • submit a source analysis that meets the brief at a very limited level or source analysis may not be submitted



BERKELEY VALE CAMPUS HISTORY ASSESSMENT TASK

Due Date: Term 4 Week 3

Title: Yearly Examination		Teacher Name:	
Year: 10	Stage: 5	Task Number: 2	Weighting: 50%

Syllabus Outcomes:

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

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

HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia

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

HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

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

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

Task Description:

The examination will be a combination of 30 different types of Google Form questions and 1 extended response question.

Time: 1 hour 15 minutes

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

- Changing Rights and Freedoms
- Making a Nation

Assessment Task Support Information:

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

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:

- **have the equipment required to complete this task:** enrolment in the BVC Year 10 HSIE Google Classroom, a pen, a calculator
- revise the content I have learnt about Changing Rights and Freedoms and The Holocaust
- practice response writing
- revise how to read maps, graphs and tables
- complete the practice test

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



BERKELEY VALE CAMPUS COMMERCE ASSESSMENT TASK

Due Date: Term 3 Week 8

Title: Berka's Big Day in Business Plan		Teacher Name:	
Year: 10	Stage: 5	Task Number: 3	Weighting: 30%

Syllabus Outcomes:

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

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

COM5-3 examines the role of law in society

COM5-4 analyses key factors affecting decisions

COM5-5 evaluates options for solving problems and issues

COM5-6 develops and implements plans designed to achieve goals

COM5-7 researches and assesses information using a variety of sources **COM5-8** explains information using a variety of forms

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

Task Description:

Your task is to outline and propose a business plan for a stall for the Berka's Big Day In. Your goal is to make a profit.

In your business plan you must submit the following:

- a prime function for your business
- a mission statement
- a description of your product
- a SWOT analysis
- a marketing plan
- a budget
- a break even analysis
- a staffing timetable for setup, operation and packup

Assessment Task Support Information:

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

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:

- plan a profitable stall using the templates provided
- base the business plan on market research and correct mathematical calculations
- be organized and timely in completing these documents
- put the plan into practice during Berka's Big Day In

Grade	Marking Criteria
<p>A 26-30</p>	<p>A student at this grade level will have highly detailed, credible and extensive:</p> <ul style="list-style-type: none"> • prime function • mission statement • description of the product or service • SWOT analysis • marketing plan • budget • break even analysis • staffing timetable for setup, operation and pack up
<p>B 21-26</p>	<p>A student at this grade level will have detailed and thorough:</p> <ul style="list-style-type: none"> • prime function • mission statement • description of the product or service • SWOT analysis • marketing plan • budget • break even analysis • staffing timetable for setup, operation and pack up
<p>C 13-20</p>	<p>A student at this grade level will have a sound:</p> <ul style="list-style-type: none"> • prime function • mission statement • description of the product or service • SWOT analysis • marketing plan • budget • break even analysis • staffing timetable for setup, operation and pack up
<p>D 8-13</p>	<p>A student at this grade level will have a basic example of some business plan elements that can include:</p> <ul style="list-style-type: none"> • prime function • mission statement • description of the product or service • SWOT analysis • marketing plan • budget • break even analysis • staffing timetable for setup, operation and pack up
<p>E 1-7</p>	<p>A student at this grade level will have an elementary example of some business plan elements that can include:</p> <ul style="list-style-type: none"> • prime function • mission statement • description of the product or service • SWOT analysis • marketing plan • budget • break even analysis • staffing timetable for setup, operation and pack up

MATHEMATICS





BERKELEY VALE CAMPUS
MATHEMATICS ASSESSMENT TASK

Due Date: Term 3 Week 10

Title: Statistics		Teacher Name:	
Year: 10	Stage: 5.1-5.2/5.3	Task Number: 3	Weighting: 25%

Syllabus Outcomes:

MA5.1-12SP uses statistical displays to compare sets of data and evaluates statistical claims

MA5.2-15SP uses quartiles and box plots to compare sets of data and evaluates sources of data

Task Description:

This is a take home assessment task.

While on playground duty Mr Matheson noticed that the Year 10 boys were playing basketball, handball and generally being active while the Year 10 girls were sitting in groups and talking. Mr Matheson came back to the staffroom and concluded that “Year 10 boys are fitter than Year 10 girls.” Miss Hilton totally refuted that assumption, and an argument broke out on who is fitter at Berkeley Vale Campus, the boys or the girls in Year 10. One factor in determining fitness is heart rate. Resting heart rate, heart rate immediately after exercise and recovery heart rate.

In this assessment task, you will analyse real data to compare heart rates of Year 10 students at BVC and conclude whether the data supports Mr Matheson’s claim.

Assessment Task Support Information:

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

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:

- **have equipment required to complete this task:** pen, ruler and calculator
- complete all classwork and homework
- have all completed work marked and analyse errors
- answer all sections
- understand all terminology



BERKELEY VALE CAMPUS MATHEMATICS ASSESSMENT TASK

Due Date: Term 4 Week 3

Title: Probability and Statistics		Teacher Name:	
Year: 10	Stage: 5.1-5.2	Task Number: 4	Weighting: 25%

Syllabus Outcomes:

MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events

MA5.2-17SP describes and calculates probabilities in multi-step chance experiments

MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media

MA5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data

Task Description:

This will be a formal examination.

You will be required to demonstrate your ability to work with problems involving statistics and probability.

You will need to solve statistical problems including:

- types of data
- displaying data sets
- analysing data sets
- comparing data sets

You will need to solve probability problems including:

- theoretical probability
- relative frequency
- venn diagrams
- two-way tables
- two step chance experiments

Websites that can assist you include:

- MathsOnline
- Khan Academy

Assessment Task Support Information:

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

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:

- **have the equipment required to complete this task:** pen, ruler and calculator
- complete all classwork and homework
- have all completed work marked and analyse errors
- complete all revision
- answer all sections
- understand all terminology



BERKELEY VALE CAMPUS MATHEMATICS ASSESSMENT TASK

Due Date: Term 4 Week 3

Title: Simultaneous Equations and Statistics		Teacher Name:	
Year: 10	Stage: 5.3	Task Number: 4	Weighting: 25%

Syllabus Outcomes:

MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques

MA5.3-7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations

MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media

MA5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data

Task Description:

This will be a formal examination.

You will be required to demonstrate your ability to work with problems involving simultaneous equations and statistics.

You will need to solve simultaneous equation problems including:

- graphical solutions
- elimination method
- substitution method

You will need to solve statistical problems including:

- types of data
- displaying data sets
- analysing data sets
- comparing data sets

Websites that can assist you include:

- MathsOnline
- Khan Academy

Assessment Task Support Information:

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

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:

- **have the equipment required to complete this task:** pen, ruler and calculator
- complete all classwork and homework
- have all completed work marked and analyse errors
- complete all revision
- answer all sections
- understand all terminology

PDHPE

Includes:

Child Studies

PASS





BERKELEY VALE CAMPUS PDHPE ASSESSMENT TASK

Due Date: Term 3 Week 10

Title: Social Dance		Teacher Name:	
Year: 10	Stage: 5	Task Number: 4	Weighting: 25%

Syllabus Outcomes:

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

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

Task Description:

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

Participation and Performance (20 Marks)

You will perform The Waltz and The Cha Cha and will be marked on your diligence, sustained effort, correct technique and knowledge of dance steps. You will be required to participate fully each lesson and will be given an overall participation mark at the end of the unit.

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

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

Dance Etiquette (5 Marks)

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

Websites that can assist include:

- http://www.ballroomdancers.com/Dances/dance_overview.asp?Dance=CHA

Assessment Task Support Information:

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

Students will need to adhere to the most up to date government guidelines in relation to the hygiene regulations
Students with a medical certificate for a prolonged injury will be given an alternate task

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

To do well in this assessment task I must:

- **have the equipment required to complete this task:** correct uniform (sport shorts, sport shirt and joggers)
- demonstrate a consistent level of participation and effort
- display appropriate dance etiquette
- perform the correct steps in time with the music

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • controlled and precise body form and postural alignment, neatly executed arm lines, leg lines and footwork • outstanding use of the performance space, including inventive application of floor patterns • dancers utilize complexity in partnership work, demonstrating inventive and original use of levels, partner interactions and shape • always displays outstanding dance etiquette • always participates with diligence and sustained effort
B	<ul style="list-style-type: none"> • controlled body form and postural alignment, arm lines, leg lines and footwork • explores the performance space and applies numerous creative floor patterns • dancers explore partnership work, demonstrating good use of levels, partner interactions and shapes • usually displays proficient dance etiquette • mostly participates with diligence and sustained effort
C	<ul style="list-style-type: none"> • sound execution of body form and postural alignment, arm lines, leg lines and footwork with some minor inconsistencies • movement in the performance space addresses sound use of floor patterns • dancers explore partnership work, addressing sound use of levels, partner interactions and shapes • displays satisfactory dance etiquette • generally participates to the best of their ability
D	<ul style="list-style-type: none"> • body form and postural alignment, arm lines, leg lines and footwork with some technical inconsistencies • addresses some floor patterns in the performance space • movement repeat common levels, partner interactions and shapes • displays foundational dance etiquette • sometimes participates with diligence and sustained effort
E	<ul style="list-style-type: none"> • greater awareness and execution required of one or more of the following: body form, postural alignment, placement, arm and leg lines and footwork • greater complexity of floor patterns required within the performance space • greater use of partner interactions, shapes and levels required • displays very limited dance etiquette • rarely participates with diligence and sustained effort



BERKELEY VALE CAMPUS CHILD STUDIES ASSESSMENT TASK

Due Date: Term 3 Week 9

Title: Playroom Model		Teacher Name:	
Year: 10	Stage: 5	Task Number: 3	Weighting: 30%

Syllabus Outcomes:

CS5-9 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing

CS5-11 analyses and compares information from a variety of sources to develop an understanding of child growth and development

Task Description:

This task has two parts.

Part One: 3D Model (15 marks)

You are to create a diorama (3D model) of a kid's playroom. This can be a diorama, virtual model or poster. This can be a model of a pre-school room or a playroom in a house. It can be an indoor or outdoor space.

Your model should include the following:

- a consistent theme or style e.g. rainbow, neutral, boys' or girls' specific style
- all furniture the space requires e.g. bookcases, table and chairs
- examples of toys the space will hold e.g. books
- decorations and finishes e.g. wallpaper, prints, artwork, posters, rugs

Part Two: Design Portfolio (15 marks)

Along with your model you are to submit a portfolio to justify the choices you have made when designing your space.

It must contain the following information:

- a title page and contents page
- a drawing of the floor plan
- an outline of your design brief including the focus age group
- identify 3 elements of the space and describe why you chose them
- identify 3 types of play and explain how this can be achieved in this play space. Include specific examples
- outline 3 areas of child development and discuss how a child can enhance their development in each area using your space

Your task must be submitted on Google Classroom by Friday 12pm of the due date. Hard copy 3D models need to be handed in in person or via photos by Friday 12pm of the due date.

Assessment Task Support Information:

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

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:

- link childhood development areas to each play activity and space
- IDENTIFY – Recognise and name
- OUTLINE/DESCRIBE - Recognise and name, list characteristics
- DISCUSS - Recognise and name, list characteristics, give examples,
- EXPLAIN – Recognise and name, list characteristics, give examples, shown cause and effect

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • students create an extensively detailed 3D model • portfolio is completed to an extensive level • identification of 3 spaces from playroom, with an extensive response given in regard to why these specific selections were made • extensive knowledge of the different types of play, making links of spaces that can occur in playroom, using specific examples, and outlining how these spaces can support a child play • extensive knowledge of the areas of development • extensive discussion linking ways a child can enhance their development in three of the area of development using specific examples of spaces/toys available in playroom
B	<ul style="list-style-type: none"> • students create a thoroughly detailed 3D model • portfolio is completed to a thorough level • identification of 3 spaces from playroom, with a thorough response given in regard to why these specific selections were made • thorough knowledge of the different types of play, making links of spaces that can occur in playroom, using specific examples, and outlining how these spaces can support a child play • thorough knowledge of the areas of development • thorough discussion linking ways a child can enhance their development in three of the area of development using specific examples of spaces/toys available in playroom
C	<ul style="list-style-type: none"> • students create a sound 3D model • portfolio is completed to a sound level • identification of 2 spaces from playroom, with a sound response given in regard to why these specific selections were made • sound knowledge of the different types of play, making some links of spaces that can occur in playroom, using specific examples • sound knowledge of the areas of development • sound discussion linking ways a child can enhance their development in 2 of the area of development using basic examples of spaces/toys available in playroom
D	<ul style="list-style-type: none"> • students create a basic 3D model • portfolio is completed to a basic level • identification of 1 space from playroom, with a basic response given in regard to why these specific selections were made • basic knowledge of the different types of play, making basic links of spaces that can occur in playroom, using specific examples • basic knowledge of the areas of development • basic discussion linking ways a child can enhance their development in 1 of the areas of development using basic examples of spaces/toys available in playroom
E	<ul style="list-style-type: none"> • students fail to create or create a limited 3D model • portfolio is completed to a limited level • very limited or no identification of a space from playroom, with a basic response given in regard to why these specific selections were made • very limited or no knowledge of the different types of play, making no links of spaces that can occur in the playroom • very limited or no knowledge of the areas of development • very limited or no discussion linking ways a child can enhance their development in 1 of the areas of development using no examples of spaces/toys available in playroom



BERKELEY VALE CAMPUS PASS ASSESSMENT TASK

Due Date: Term 3 Week 9

Title: Examination		Teacher Name:	
Year: 10	Stage: 5	Task Number: 3	Weighting: 25%

Syllabus Outcomes:

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

PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions

Task Description:

You will need to complete two components for this task.

Part One: Examination 20%

You will be required to complete an examination on the topics you have studied this year.

You will be asked to answer a range of questions in relation to the following topics:

- Technology in Sport
- Body Systems
- Netball

Part Two: 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:

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

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:

- **have the equipment required to complete this task:** blue or black pen
- revise the PowerPoint presentations on Google Classroom
- answer all sections
- use appropriate terminology
- prepare detailed study notes and submit to my teacher prior to the examination

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • demonstrates an excellent level of understanding of the Technology, Body Systems and Netball Units • study notes included all essential classwork, diagrams and various study techniques
B	<ul style="list-style-type: none"> • demonstrates a thorough level of understanding of the Technology, Body Systems and Netball Units • study notes included majority of the classwork, diagrams and some study techniques
C	<ul style="list-style-type: none"> • demonstrates a satisfactory level of understanding of the Technology, Body Systems and Netball Units • study notes included most of the classwork, diagrams and some study techniques
D	<ul style="list-style-type: none"> • demonstrates a basic level of understanding of the Technology, Body Systems and Netball Units • study notes included some of the classwork, diagrams and minimal study techniques
E	<ul style="list-style-type: none"> • demonstrates a very limited level of understanding of the Technology, Body Systems and Netball Units • failed to submit their study notes



BERKELEY VALE CAMPUS PASS ASSESSMENT TASK

Due Date: Term 3 Week 10

Title: Hitting		Teacher Name:	
Year: 10	Stage: 5	Task Number: 4	Weighting: 25%

Syllabus Outcomes:

PASS5-5 demonstrates actions and strategies that contribute to active participation and skillful performance

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

Task Description:

You will need to complete two components for this task.

Part One: Practical Golf Technique (10 marks)

This task will require you to consistently participate with SAFTEY in the Golf Hitting Unit.

You will be assessed in the following foundation golf skills:

- Swinging/Driving
- Chipping
- Putting

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

Part Two: Theory Skills Checklist (10 marks)

You will need to choose a skill in golf and create a skills checklist for someone learning the skill making sure the skills checklist is informative and creative. Canva is the recommended platform to use. Students will need access to a computer to research the skill and complete the skills checklist.

The following information should be included:

- name of the skill
- when is it best used in the game?
- common errors
- coaching points and photos demonstrating the following THREE phases:
 - o Preparation Phase
 - o Execution Phase
 - o Follow Through Phase

Websites that can assist you include:

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

Assessment Task Support Information:

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

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:

- **have the equipment required to complete this task:** correct uniform (sport shorts, sport shirt and joggers)
- complete the skills checklist
- refine fundamental and specialised movement skills in predictable and dynamic learning situations

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • constantly involved, enthusiastic, positive and encourages their peers • displays an excellent knowledge of golf • demonstrates extensive understanding of appropriate decision making when and where to strike the ball with force and direction appropriate for the situation • consistently follows the safety procedures set out by the teacher • demonstrates extensive understanding of the golf techniques needed • skills checklist is informative, eye catching and engaging to the audience and contains THREE photos of the student in the THREE phases of the skill
B	<ul style="list-style-type: none"> • regularly involved, enthusiastic, positive and encourages their peers • displays a good knowledge of the game • demonstrates thorough understanding of appropriate decision making when and where to strike the ball with force and direction appropriate for the situation • consistently follows the safety procedures set out by the teacher • demonstrates thorough understanding of the golf techniques needed • skills checklist is informative and engaging to the audience and contains photos of the student in the THREE phases of the skill
C	<ul style="list-style-type: none"> • sometimes involved, enthusiastic and cooperative • provides some support to their peers • understands the game, knows and respects the rules • demonstrates satisfactory understanding of appropriate decision making when and where to strike the ball with force and direction appropriate for the situation • follows the safety procedures set out by the teacher • demonstrates satisfactory understanding of the golf techniques needed • skills checklist is informative or engaging to the audience and contains photos of the THREE phases of the skill
D	<ul style="list-style-type: none"> • limited involvement in game and rarely communicates or provides positive support and encouragement for their peers • limited knowledge and application of the game • demonstrates basic understanding of appropriate decision making when and where to strike the ball with force and direction appropriate for the situation • rarely follows the safety procedures set out by the teacher • demonstrate basic understanding of the golf techniques needed • skills checklist contains some information and photos of the skill
E	<ul style="list-style-type: none"> • very limited involvement in game and rarely communicates or provides positive support and encouragement for their peers • very limited knowledge and application of the game • demonstrates very limited understanding of appropriate decision making when and where to strike the ball with force and direction appropriate for the situation • does not follow the safety procedures set out by the teacher • demonstrates very limited understanding of the golf techniques needed • skills checklist contains very limited information and little or no photos of the skill

SCIENCE

Includes:

Marine Studies





BERKELEY VALE CAMPUS SCIENCE ASSESSMENT TASK

Due Date: Term 3 Week 7

Title: Universe ICT Presentation		Teacher Name:	
Year: 10	Stage: 5	Task Number: 3	Weighting: 25%

Syllabus Outcomes:

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

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

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

Task Description:

Use Google Slides to create a smooth coherent presentation that includes all points listed below and submit online via your Google Classroom. If you wish to use an ICT program other than Google Slides this must be discussed with your classroom teacher first.

Part One: The Big Bang Theory

- ☐ Describe Steady State Theory
- ☐ Describe the Big Bang Theory
- ☐ Compare Steady State and Big Bang Theories
- ☐ Discuss the evidence which supports the Big Bang theory
- ☐ A bibliography with correct references to all sources of information and images used (minimum 4 sources)

Part Two: The Purpose of Space Exploration

Evaluate the benefits that modern society has received because of space exploration.

In your evaluation you will need to:

- ☐ identify the different types of space exploration humans have completed
- ☐ describe the characteristics of going into space
- ☐ discuss some examples of technology we have due to space exploration
- ☐ explain the effect these technologies have had on modern society
- ☐ analyse whether these technologies have had a positive or negative impact on our lives

This evaluation needs to be written as an extended response paragraph including all of the above points.

Assessment Task Support Information:

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

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 required research
- seek teacher feedback
- ensure presentation is smooth and coherent

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • applies extensive knowledge and understanding of scientific models, theories and laws, and about the nature, use and influence of science • uses critical thinking skills to evaluate trends, patterns and relationships to draw evidence-based scientific conclusions • effectively gathers, selects, organises and processes first-hand and secondary sourced data and information to evaluate issues and inform creative solutions using appropriate digital technologies • communicates comprehensive understanding of scientific ideas, and related evidence for a particular purpose and audience using scientific units, language conventions and text type
B	<ul style="list-style-type: none"> • applies thorough knowledge and understanding of scientific models, theories and laws, and about the nature, use and influence of science • uses critical thinking skills to explain trends, patterns and relationships to draw scientific conclusions • systematically gathers, selects, organises and processes first-hand and secondary sourced data and information to explain issues and inform problem-solving using appropriate digital technologies • communicates well-developed understanding of scientific ideas to an audience using scientific units and language conventions
C	<ul style="list-style-type: none"> • demonstrates sound knowledge and understanding of scientific models, theories and laws, and about the nature, use and influence of science • explains trends, patterns and relationships to draw scientific conclusions • gathers and selects first-hand and secondary sourced data and information to identify issues and participate in problem-solving using appropriate digital technologies • communicates sound understanding of scientific ideas to an audience
D	<ul style="list-style-type: none"> • demonstrates basic knowledge and understanding of scientific models, theories and laws, and about the use and influence of science • describes trends, patterns and draws some conclusions • uses first-hand and secondary sourced data and information, and appropriate digital technologies, to assist in the problem-solving process • communicates basic scientific understanding to an audience
E	<ul style="list-style-type: none"> • demonstrates elementary knowledge and understanding of some scientific principles, and about some uses of science • recounts conclusion • uses information provided and, with assistance, participates in problem-solving activities • with guidance, communicates elementary scientific information to an audience



**BERKELEY VALE CAMPUS
SCIENCE ASSESSMENT TASK**

Due Date: Term 4 Week 3

Title: Yearly Examination		Teacher Name:	
Year: 10	Stage: 4	Task Number: 4	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 - 11PW** explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
- SC5 - 12ES** describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
- SC5 - 13ES** explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions and related to contemporary issues
- 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, and the influence of society on the development of new material

Task Description:

This is an in-class examination which will examine the following topics from Year 10 Science.

- Investigating
- Motion
- Chemical Reactions
- Earth's History

Examination Structure

- Section 1 – 50 multiple choice questions
- Section 2 – 10 short response questions
- Section 3 – 4 extended response questions

Assessment Task Support Information:

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

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:

- ensure notes are completed
- study class notes taken in class on topics

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • applies extensive knowledge and understanding of scientific models, theories and laws, and about the nature, use and influence of science • identifies and proposes valid scientific hypotheses, asks questions and makes evidence based predictions • uses critical thinking skills to evaluate trends, patterns and relationships to draw evidence-based scientific conclusions • effectively gathers, selects, organises and processes first-hand and secondary sourced data and information to evaluate issues and inform creative solutions using appropriate digital technologies • communicates comprehensive understanding of scientific ideas, and related evidence for a particular purpose and audience using scientific units, language conventions and text types
B	<ul style="list-style-type: none"> • applies extensive knowledge and understanding of scientific models, theories and laws, and about the nature, use and influence of science • identifies and proposes valid scientific hypotheses, asks questions and makes evidence based predictions • uses critical thinking skills to evaluate trends, patterns and relationships to draw evidence-based scientific conclusions • effectively gathers, selects, organises and processes first-hand and secondary sourced data and information to evaluate issues and inform creative solutions using appropriate digital technologies • communicates comprehensive understanding of scientific ideas, and related evidence for a particular purpose and audience using scientific units, language conventions and text types
C	<ul style="list-style-type: none"> • demonstrates sound knowledge and understanding of scientific models, theories and laws, and about the nature, use and influence of science • identifies and proposes related hypotheses, asks questions and make predictions • explains trends, patterns and relationships to draw scientific conclusions • gathers and selects first-hand and secondary sourced data and information to identify issues and participate in problem-solving using appropriate digital technologies • communicates sound understanding of scientific ideas to an audience
D	<ul style="list-style-type: none"> • demonstrates basic knowledge and understanding of scientific models, theories and laws, and about the use and influence of science • asks questions and makes some predictions • describes trends, patterns and draws some conclusions • uses first-hand and secondary sourced data and information, and appropriate digital technologies, to assist in the problem-solving process • communicates basic scientific understanding to an audience
E	<ul style="list-style-type: none"> • demonstrates elementary knowledge and understanding of some scientific principles, and about some uses of science • asks questions and attempts prediction • recounts conclusions • uses information provided and, with assistance, participates in problem-solving activities • with guidance, communicates elementary scientific information to an audience



BERKELEY VALE CAMPUS
MARINE STUDIES ASSESSMENT TASK

Due Date: Term 3 Week 4

Title: Seafood Portfolio		Teacher Name:	
Year: 10	Stage: 5	Task Number: 3	Weighting: 35%

Syllabus Outcomes:

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

MAR5-10 demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations

Task Description:

Part One: Recipe Preparation

Design a recipe for a seafood dish using at least two types of seafood. You will be required to present this recipe as an A4 document that is suitable for publishing in a cookbook.

You will be required to provide a nutritional information panel about your dish. This information should be presented at the bottom of your recipe page.

Part Two: Seafood Cooking

You will be provided with a recipe that will require you to work in a group to prepare and cook. This recipe will involve preparing and cooking a prawn dish that must be completed in 1 hour.

You will be assessed on:

- ☐ recipe preparation
- ☐ use of equipment
- ☐ cleanliness
- ☐ presentation of the dish
- ☐ ability to work as an active member of the group

Assessment Task Support Information:

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

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:

- understand the structure of a recipe
- have the required ingredients
- have practiced the recipe at home
- studied the nutritional information about ingredients in the recipe

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

TAS

Includes:

Food Technology

Industrial Technology Building and Construction

Industrial Technology Metal

Industrial Technology Timber





**BERKELEY VALE CAMPUS
FOOD TECHNOLOGY
ASSESSMENT TASK**

Due Date: Term 3 Week 10

Title: Catering Event		Teacher Name:	
Year: 10	Stage: 5	Task Number: 3	Weighting: 50%

Syllabus Outcomes:

FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food

FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage

FT5-5 applies appropriate methods of food processing, preparation and storage

Task Description:

You will need to complete two components for this task.

Part One: Theoretical

As a group, you will prepare a digital folio including all components included in your restaurant.

Part Two: Practical

Plan, prepare and present a 3 course meal to 2 teachers adhering to a \$40 budget. The practical component will be completed in a group.

You and your bay will run a restaurant for a day and have been given the task to prepare a 3 course meal for 2 teachers of your choice. The aim of this task is to showcase your cooking abilities and understanding of how to prepare a meal for a customer. You must plan, prepare and present the meals in a professional manner.

You will have a \$40 budget which you must adhere to. No extra ingredients or cost may be added to this and all orders must be completed by the set date as they will be ordered through the school account.

It is your responsibility to run this catering event as an established restaurant would run a similar event. This will include table settings, menus, invitations, drinks and decorations.

Assessment Task Support Information:

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

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
- demonstrate safe and hygienic skills in the kitchen
- present the meal to a high standard

Grade	Marking Criteria
A	<ul style="list-style-type: none"> demonstrate an extensive understanding of food properties, correct food processes and correct food storage by following a descriptive recipe and storing food in correct conditions prepare and present a highly skilled 3 course meal for 2 guests adhering to time frames brings all required equipment to the practical lesson students prepare and present the meal within the allocated budget
B	<ul style="list-style-type: none"> demonstrate a high understanding of food properties, correct food processes and correct food storage by following a descriptive recipe and storing food in correct conditions prepare and present a skilled 3 course meal for 2 guests adhering to time frames brings all required equipment to the practical lesson students prepare and present the meal within the allocated budget
C	<ul style="list-style-type: none"> demonstrate a sound understanding of food properties, correct food processes and correct food storage by following a descriptive recipe and storing food in correct conditions prepare and present a 3 course meal with some degree of skills for 2 guests adhering to time frames brings most of the required equipment to the practical lesson prepare and present the meal close to allocated budget and/or does not order some required ingredients within the time frame
D	<ul style="list-style-type: none"> demonstrate a limited understanding of food properties, correct food processes and correct food storage by following a descriptive recipe and storing food in correct conditions prepare and present a 3 course meal with a limited degree of skill for 2 guests adhering close to the allocated time frames brings some of the required equipment to the practical lesson prepare and present the meal outside of the budget and/or does not order some required ingredients within the time frame
E	<ul style="list-style-type: none"> demonstrates an elementary understanding of food properties, correct food processes and correct food storage by following a descriptive recipe and storing food in correct conditions prepare and present a 3 course meal with a very limited degree of skill for 2 guests adhering outside of the allocated time frames brings none of the required equipment to the practical lesson prepare and present the meal outside of the budget and/or does not order the required ingredients within the time frame



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

Due Date: Term 4 Week 1

Title: Dartboard		Teacher Name:	
Year: 10	Stage: 5	Task Number: 2	Weighting: 50%

Syllabus Outcomes:

IND5-6 identifies and participates in collaborative work practices in the learning environment

IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects

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

Task Description:

You will be required to complete a practical (Part One) and a theoretical (Part Two) component of the task.

Part One: Practical

You are required to apply and transfer skills and processes to the production of a dartboard cabinet. A specific brief will be supplied during class and you must meet all requirements of the production process.

Part Two: Theoretical

You are required to individually complete a critical read and Google Form Quiz.

The theoretical component of the task will be submitted through Google Classroom.

The practical component of the task must be presented to your classroom teacher by the assigned submission date.

Assessment Task Support Information:

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

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 theoretical and practical components of the task and submit by the assigned submission date
- complete the task by the submission date
- adhere to all safety regulations within the practical classroom

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • displays excellent communication skills when working collaboratively with peers in the learning environment • demonstrates an extensive level of competence when applying skills, processes and materials to the dartboard cabinet • exhibits a very high level of knowledge and understanding when analysing and evaluating the impact of technology on society
B	<ul style="list-style-type: none"> • displays competent skills when working collaboratively with peers in the learning environment • demonstrates a high level of competence when applying skills, processes and materials to the dartboard cabinet • exhibits a thorough knowledge and understanding when analysing and evaluating the impact of technology on society
C	<ul style="list-style-type: none"> • displays satisfactory communication skills when working collaboratively with peers in the learning environment • demonstrates an adequate level of competence when applying skills, processes and materials to the dartboard cabinet • exhibits sound knowledge and understanding when analysing and evaluating the impact of technology on society
D	<ul style="list-style-type: none"> • has difficulty applying communication skills when working collaboratively with peers in the learning environment • with assistance achieved a basic level of competence when applying skills, processes and materials to the dartboard cabinet • demonstrates a limited level of understanding when analysing and evaluating the impact of technology on society
E	<ul style="list-style-type: none"> • was unable to use appropriate communication skills when working collaboratively in the learning environment • with regular assistance achieved a very basic level of competence when applying skills, processes and materials to the dartboard cabinet • demonstrates a very limited level of understanding and was not able to analyse or evaluate the impact of technology on society



BERKELEY VALE CAMPUS
INDUSTRIAL TECHNOLOGY METAL
ASSESSMENT TASK

Due Date: Term 3 Week 10

Title: Camping BBQ, Centre Punch and Folio		Teacher Name:	
Year: 10	Stage: 5	Task Number: 3	Weighting: 50%

Syllabus Outcomes:

IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications

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

IND5-6 identifies and participates in collaborative work practices in the learning environment

Task Description:

You will need to complete two components for this task.

Part One

You will be required to design and construct a Metal Camp BBQ and Centre Punch in the workshop at school and complete a portfolio of design work to accompany it.

Your construction will showcase a range of different joining methods along with various shaping and bending operations, plus lathe operations.

Part Two

Your portfolio will showcase the research undertaken whilst designing and constructing your BBQ.

The folio should include pages such as:

- title page
- statement of intent
- existing designs
- metal research
- joining research
- working drawings
- materials and costing list
- construction procedure
- evaluation

You will have access to classroom materials including:

- all tools and equipment in the Metalwork Room appropriate to your usage level
- additional equipment and technology for classwork and investigative learning
- work booklet scaffolded for students in need of extra support

Assessment Task Support Information:

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

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:

- be aware of the tools and procedures utilised inside the metal workshops
- complete the portfolio of works to a high standard
- complete the practical task safely and accurately

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • demonstrates outstanding craftsmanship in the production of a camping BBQ and centre punch that is of outstanding quality • identifies and implements all of the correct joints and welding procedures • displays an outstanding finish on the project • portfolio of works is completed to a very high level of competence with all suggested headings, detailed drawings and sketches
B	<ul style="list-style-type: none"> • demonstrates excellent craftsmanship in the production of a camping BBQ and centre punch that is of high quality • identifies and implements most of the correct joints • displays a good finish on the project • portfolio of works is completed to a high level of competence with all suggested headings, detailed drawings and sketches
C	<ul style="list-style-type: none"> • demonstrates sound craftsmanship in the production of a camping BBQ and centre punch that is of sound quality • identifies and implements some of the correct joints • displays a sound finish on the project • most parts of the portfolio of works are completed to an adequate standard including most suggested headings along with some drawings/sketches
D	<ul style="list-style-type: none"> • demonstrates limited craftsmanship in the production of a camping BBQ and centre punch that is of basic quality • identifies and implements a limited number of the correct joints • displays limited finish on the project • some parts of the portfolio of works are completed with a limited level of competence, yet there are missing headings and drawings
E	<ul style="list-style-type: none"> • demonstrates elementary craftsmanship in the production of a camping BBQ and centre punch that is of poor quality • identifies and implements none of the correct joints • displays a poor finish on the project • little or no effort made towards the satisfactory completion of the portfolio of works



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

Due Date: Term 3 Week 3

Title: Forestry Study		Teacher Name:	
Year: 10	Stage: 5	Task Number: 3	Weighting: 15%

Syllabus Outcomes:

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

Task Description:

You will continue with the construction of your cabinet where you will be required to add components to your major project that includes a plinth, top edging, and doors. Whilst undertaking these practical tasks they will be required to undertake some research into factors affecting the forestry industry.

1. Watch the video Watch the video “Timber Troubles after Black Summer Bushfires” <https://youtu.be/3HneZQI6O8U>. Then complete the questions associated with Bushfires, Timber and the race against time.
2. Watch the video on Illegal Logging and then complete the Illegal Logging Form/Quiz online.
3. Read the article about Deforestation and then complete the Deforestation Form/Quiz online.

All videos, articles and forms can be accessed on the Google Classroom.

Assessment Task Support Information:

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

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

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • independently identifies several factors that contribute to deforestation and the effects it has on the environment • exhibits an extensive understanding of the effects of illegal logging on governments and indigenous groups • explicitly communicates what can be implemented on a worldwide scale to stop the destruction of forests illegally
B	<ul style="list-style-type: none"> • identifies several factors that contribute to deforestation and the effects it has on the environment • exhibits a very good understanding of the effects of illegal logging on governments and indigenous groups • communicates what can be implemented on a worldwide scale to stop the destruction of forests illegally
C	<ul style="list-style-type: none"> • identifies some factors that contribute to deforestation and the effects it has on the environment • exhibits a sound understanding of the effects of illegal logging on governments and indigenous groups • communicates what can be implemented on a worldwide scale to stop the destruction of forests illegally
D	<ul style="list-style-type: none"> • identifies a few factors that contribute to deforestation and the effects it has on the environment • exhibits a basic understanding of the effects of illegal logging on governments and indigenous groups • briefly communicates what can be implemented on a worldwide scale to stop the destruction of forests illegally
E	<ul style="list-style-type: none"> • identifies a very limited number of factors that contribute to deforestation and the effects it has on the environment • exhibits an elementary understanding of the effects of illegal logging on governments and indigenous groups • does not communicate what can be implemented on a worldwide scale to stop the destruction of forests illegally



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

Due Date: Term 4 Week 2

Title: Drawer and Door		Teacher Name:	
Year: 10	Stage: 5	Task Number: 4	Weighting: 30%

Syllabus Outcomes:

IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

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

IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects

Task Description:

The assessment task is to be undertaken during the construction of your major project.

Each part of the assessment is to be completed at the appropriate stage throughout the construction of your project.

The assessment task is to be presented in an A4 folder.

You are required to:

- produce dovetail joints for use within the drawer of your major project using 12mm Radiata Pine
- use a sliding bevel to create a gradient or slope that is suitable to use when using softwood to construct a dovetail joint
- complete an orthographic drawing of the drawer used within your cabinet using a scale of 1:4
- complete a cutting list for your drawer
- select, prepare, markup, cut, and dress timber to correct specifications
- assemble and fit drawer

Design and construct a door(s) for your project.

- select an appropriate joint to be used for your door/doors and justify why it was chosen
- complete a scaled front view drawing of your door/doors using a scale of 1:4
- create a Cutting List for the components for your door/doors

Assessment Task Support Information:

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

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:

- **have the equipment required to complete this task:** correct PPE and access to the workshop
- complete all components of task
- follow all procedures introduced especially those in line with Workplace Health and Safety
- use appropriate terminology and standards introduced

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • independently and consistently applies skills and 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 applies 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 applies 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
TUGGERAH LAKES
SECONDARY COLLEGE

5 - 25 Berkeley Road
BERKELEY VALE
NSW 2261

P: 02 4388 1899 F: 02 4388 5539
E: berkeleyva-h.school@det.nsw.edu.au
W: berkeleyva-h.schools.nsw.gov.au

