

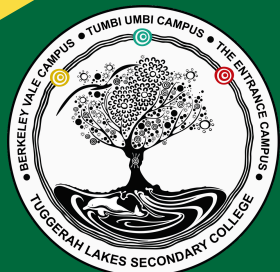


Semester 2

ASSESSMENT BOOKLET

YEAR 7
2024

to the stars





YEAR 7 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

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.

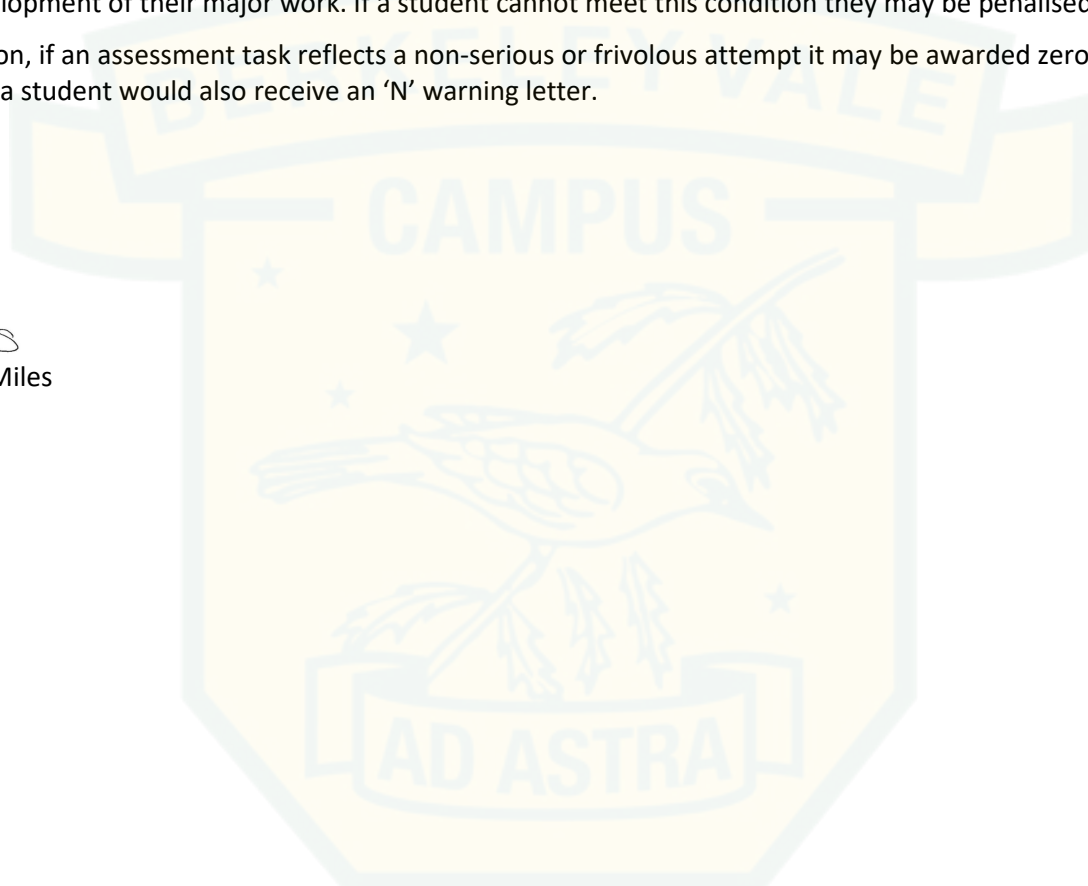
To assist in the detection of malpractice, Berkeley Vale Campus utilises a plagiarism detection program to maintain the integrity of student work. Where malpractice is detected, a zero mark may be given for the entire task. The school may apply penalties at the discretion of the Principal. Where a student 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.

Dmiles
Debbie Miles
Principal



Assessments at a glance - Planning Grid – Term 3

[illegible]

Assessments at a glance - Planning Grid – Term 4

[illegible]

CAPA

Includes:

AUSLAN

Music

Japanese

Visual Arts





BERKELEY VALE CAMPUS AUSLAN ASSESSMENT TASK

Due Date: Term 3 Week 7

Title: Finger Spelling Task		Teacher Name:	
Year: 7	Stage: 4	Task Number: 1	Weighting: 50%

Syllabus Outcomes:

AU4-INT-01 exchanges information, opinions and ideas using a range of linguistic structures and protocols appropriate for different audiences

AU4-UND-01 explains how texts represent information, opinions and/or ideas and responds in AUSLAN and/or English

Task Description:

Part One: Class Presentation 40%

You will complete an in-class presentation to show your knowledge of AUSLAN fingerspelling and key work sign this term. For this task you will be required to:

- introduce yourself and share your favourite food, colour, animal and sport using a '*list bouy*' or a conjunction
- tell the class your age
- use the correct AUSLAN finger spelling, grammar and sentence structure
- describe your favourite things, you must use the correct manual features (NMF) to show the audience what you're talking about

Part Two: Classwork 10%

You must keep your exercise book up to date with classwork completed each lesson and ensure all worksheets are pasted in and tasks are completed.

Assessment Task Support Information:

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

To do well in this assessment task I must:

- **have the equipment required to complete this task:** AUSLAN help sheet
- use the AUSLAN help sheet to make sure grammar, sentence structure and finger spelling is correct.
- use the correct non manual feature
- ask my teacher for help if there is something I do not understand

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • has an extensive degree of accuracy in AUSLAN finger spelling, • uses the correct AUSLAN grammar and sentence structure very successfully • outstanding use of correct non manual features • does not refer to written notes • bookwork is maintained extensively and neatly, with all tasks completed and, worksheets pasted in
B	<ul style="list-style-type: none"> • has made a through attempt at using accurate AUSLAN finger spelling • uses correct AUSLAN grammar and sentence structure successfully • high level use of correct non manual features • only refers to written notes occasionally • bookwork is maintained to an excellent standard, with most tasks completed and all worksheets completed and pasted in
C	<ul style="list-style-type: none"> • has made a satisfactory attempt at using AUSLAN finger spelling • uses correct AUSLAN grammar and sentence structure most of the time • sound use of correct non manual features • refers to written notes often • bookwork is maintained to a satisfactory standard, with some tasks completed and most worksheets completed and pasted in
D	<ul style="list-style-type: none"> • does not refer to written notes has made a basic attempt at using AUSLAN finger spelling and often makes mistakes • doesn't use the correct AUSLAN grammar and sentence structure • basic use of correct non manual features • relies heavily on written notes • bookwork is maintained to a basic standard with some tasks completed and few worksheets completed and pasted in
E	<ul style="list-style-type: none"> • has made very little or no attempt at using the correct AUSLAN finger spelling • incorrect AUSLAN grammar and sentence structure used • elementary use of correct non manual features • relies heavily on written notes • bookwork is maintained to an elementary standard, with few tasks completed and very limited or no worksheets completed and pasted in



BERKELEY VALE CAMPUS
AUSLAN ASSESSMENT TASK

Due Date: Term 4 Week 4

Title: Research Task		Teacher Name:	
Year: 7	Stage: 4	Task Number: 2	Weighting: 50%

Syllabus Outcomes:

AU4-CRE-01 creates informative and imaginative texts for different contexts and audiences using a range of linguistic structures

AU4-RLC-01 explains the relationship between language, culture and identity

Task Description:

Part One: Festival brochure 30%

You are to research an event for Australian people who are Deaf and Hard of Hearing. You will then use this information to create a brochure for the event using CANVA.

The brochure must be about one of the following events:

- Australian Deaf Games 2024
- Deaf Festival Sydney

Your brochure must contain:

- statement about AUSLAN
- date, time and place
- event information (what is it about? what activities are there? a daily program of the event)
- at least 3 relevant pictures
- contact details/ how to book tickets (price and how to purchase?)

Part Two: Video 20%

You are to make a short video sharing a brief overview of your chosen festival using English and AUSLAN signs.

- The video must be a minimum of 1 minute long.
- Must include a minimum of 5 AUSLAN signs.
- You will upload a MP4 file correctly named with your name to the Google Classroom by the due date.

Assessment Task Support Information:

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

To do well in this assessment task I must:

- have the equipment required to complete this task: computer and internet access, CANVA
- use the task description as a check list and make sure I complete all steps
- research my chosen AUSLAN event using a wide variety of websites
- make my presentation look interesting using colours, interesting headings and pictures
- make a short video about chosen festival using English and AUSLAN sign

Grade	Marking Criteria
A	<ul style="list-style-type: none"> all sections of brochure are answered accurately and are highly detailed, demonstrating depth and variety of research outstanding brochure design and all information is presented in a visually appealing way with a clear colour pallet, creative use of backgrounds and headings has used at least 3 relevant pictures video presents a clear and comprehensive overview of the chosen festival. It includes 5 AUSLAN signs which are clear and accurate and are integrated seamlessly into the presentation video is a minimum of 30 seconds long and MP4 file format has been used
B	<ul style="list-style-type: none"> all questions are answered with detail, demonstrating thorough research techniques. Information is mostly accurate and clear good use of brochure design and includes some interesting colour pallet and headings. Information is presented neatly and is mostly visually appealing has used at least 3 relevant pictures video presents a good overview of the chosen festival. It includes 5 AUSLAN signs which are mostly clear and accurate into the presentation video is a minimum of 30 seconds long and MP4 file format has been used
C	<ul style="list-style-type: none"> all questions are answered to a sound standard with some detail, demonstrating sound research techniques sound use of brochure design and includes sound attempt to make the presentation visually appealing information is presented neatly with at least 2 pictures video presents a satisfactory information about the chosen festival. At least 3 AUSLAN signs are used, but with some mistakes video is a minimum of 30 seconds long and MP4 file format has been used
D	<ul style="list-style-type: none"> sections are mostly complete, with some evidence of research basic brochure design which is missing detail and visual appeal information is not always presented neatly and has not included any relevant pictures video includes basic information about the chosen festival. At least 2 AUSLAN signs are used but with difficulty video is at least 30 seconds long and has not been uploaded using the correct MP4 format
E	<ul style="list-style-type: none"> very limited research skills and incomplete sections elementary brochure design which is missing detail and visual appeal information is missing and relevant pictures have not been used presents minimal or no relevant information about the chosen festival. AUSLAN signs are poorly executed, or no signs used at all video includes very limited information about the chosen festival. No AUSLAN signs have been used video is incomplete



BERKELEY VALE CAMPUS
JAPANESE ASSESSMENT TASK

Due Date: Term 3 Week 6

Title: Speaking Task		Teacher Name:	
Year: 7	Stage: 4	Task Number: 1	Weighting: 40%

Syllabus Outcomes:

ML4-INT-01 exchanges information and opinions in a range of familiar contexts by using culturally appropriate

Task Description:

In this task you will be required to complete the following:

- introduce yourself and demonstrate in pairs the correct use of the meishi card (made in class)
- use the correct Japanese expressions (role play) as demonstrated and rehearsed in class
- write out your dialogue in your book which will be practised in class and at home
- either ask a family member to film you and another person performing your self-introduction or you can perform your self-introduction in front of the class
- show correct bowing protocol and exchange of meishi along with your speaking
- upload a MP4 file correctly named with your name to the Google classroom by the due date

Written feedback will be given on pronunciation and bowing protocol.

Assessment Task Support Information:

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

To do well in this assessment task I must:

- pronounce Japanese accurately
- remember the correct expressions in the right order
- bow and exchange my meishi card in culturally correct manner with bow
- record my spoken introduction, save as an MP4 and upload to the Goggle Classroom

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • demonstrates an extensive degree of accuracy in pronunciation • uses the correct intonation and expression • does not refer to written notes or read the script • uses the meishi card correctly and include all the correct bowing protocol with the other person
B	<ul style="list-style-type: none"> • made a thorough attempt at accurate pronunciation • uses intonation successfully • understands what they are saying and refers only occasionally to written notes • mostly uses correct bowing protocol and exchange of meishi with the other person
C	<ul style="list-style-type: none"> • made a sound attempt at accurate pronunciation • intonation is mostly correct • understands most of what they are saying but relies heavily on written notes or palm cards • uses some correct bowing protocol and exchange of meishi with the other person
D	<ul style="list-style-type: none"> • made a basic attempt to pronounce accurately • understands some of what they are reading • relies solely on the written notes but attempts to vary tone appropriately • has a meishi card but does not use it according to protocol
E	<ul style="list-style-type: none"> • made an elementary attempt to pronounce correctly • understands very little of what they are saying • intonation is incorrect • does not use meishi card and incorrect bowing protocol



BERKELEY VALE CAMPUS JAPANESE ASSESSMENT TASK

Due Date: Term 4 Week 2

Title: Myself Poster and Bookwork		Teacher Name:	
Year: 7	Stage: 4	Task Number: 2	Weighting: 60%

Syllabus Outcomes:

ML4-UND-01 interprets and responds to information, opinions and ideas in texts to demonstrate understanding

ML4-CRT-01 creates a range of texts for familiar communicative purposes by using culturally appropriate language

Task Description:

Part One: Poster 40%

You will use creativity and images along with Japanese sentences that reflects your personality to create a poster about yourself. You must use the correct Japanese sentence structures on your poster. The sentences are to be written in hiragana (Japanese script).

Sentences to include are:

1. your name
2. your age using kanji numbers
3. what colour you like
4. what sport you like
5. what doshi you are (Japanese zodiac animal sign)
6. how many pets you have (use animal counters)

- | | | | |
|----|------|---------|-------|
| 1. | わたしは | name | です |
| 2. | わたしは | age | さいです |
| 3. | わたしは | sport | がすきです |
| 4. | わたしは | colour | がすきです |
| 5. | わたしは | animal | どしです |
| 6. | ペットが | counter | います |

Part Two: Bookwork 20%

You must maintain your book neatly, ensure all worksheets are pasted in and all notes and tasks are completed.

Addition Information:

- you may use your own drawings, photos cut from magazines or images from the internet
- you must hand write the hiragana sentences
- your poster must be A3 size (1/2 normal cardboard size)
- your poster should reflect your personality and the sentences you use
- Google Translate is not to be used

Assessment Task Support Information:

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

To do well in this assessment task I must:

- **have the equipment required to complete this task:** pen, cardboard, Myself Poster help sheet
- use the help sheet to make sure my sentences are correctly written in hiragana
- illustrate the poster sentences with photos, images, illustrations

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • has an extensive degree of accuracy in handwritten writing in hiragana and kanji numbers • uses all the correct sentence structures and vocabulary • makes a creative poster which uses a variety of images, colour and that reflects the topic sentences • does not use Google Translate • bookwork is maintained extensively and neatly, with all tasks completed and, worksheets pasted in
B	<ul style="list-style-type: none"> • has a thorough degree of accurate hiragana handwritten writing and kanji numbers • uses mostly all the correct sentence structures and vocabulary • makes a creative poster which uses some images that reflects the topic sentences • does not use Google Translate • bookwork is maintained to an excellent standard, with most tasks completed and all worksheets completed and pasted in
C	<ul style="list-style-type: none"> • has a sound degree of accurate hiragana handwritten writing and kanji numbers • uses some correct sentence structures • makes a poster which uses a few images that reflects the topic sentences • bookwork is maintained to a satisfactory standard, with some tasks completed and most worksheets completed and pasted in
D	<ul style="list-style-type: none"> • unreadable or incorrect hiragana handwritten writing and kanji numbers • uses a few correct sentence structures • makes a basic poster which uses no images that reflects the topic sentences • bookwork is maintained to a basic standard with some tasks completed and few worksheets completed and pasted in
E	<ul style="list-style-type: none"> • has little or no attempt to use hiragana handwritten writing and kanji numbers • uses no correct sentence structures • makes poster which is unfinished and has limited or no images that reflect the topic sentences <p>bookwork is maintained to an elementary standard, with few tasks completed and limited or no worksheets completed and pasted in</p>



BERKELEY VALE CAMPUS MUSIC ASSESSMENT TASK

Due Date: Term 3 Week 9

Title: Keyboard		Teacher Name:	
Year: 7	Stage: 4	Task Number: 1	Weighting: 50%

Syllabus Outcomes:

4.3 performs music demonstrating solo and/or ensemble awareness

4.9 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study

Task Description:

You are to perform keyboard melodies that will be provided to you on a sheet and demonstrated by your teacher.

There will be 6 melodies and you must perform a minimum of 2.

The melodies increase in difficulty as follows:

- 2 mini-challenge melodies
- 2 challenge melodies
- 2 super-challenge melodies

You will have 4 lessons to learn and practice the melodies.

Your teacher will then listen to you play your selection of melodies and provide you with a mark from 1 to 5.

Assessment Task Support Information:

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

To do well in this assessment task I must:

- use my practice time productively
- ask my teacher for help if required
- attempt at least 2 melodies

Grade	Marking Criteria
A	<p>All melodies performed with:</p> <ul style="list-style-type: none"> • highly accurate rhythm/timing • highly accurate pitches/notes
B	<p>Minimum of 4 melodies performed with:</p> <ul style="list-style-type: none"> • mostly accurate rhythm/timing • mostly accurate pitches/notes
C	<p>Minimum of 2 mini-challenge melodies with:</p> <ul style="list-style-type: none"> • generally accurate rhythm/timing • generally accurate pitches/notes
D	<p>2 or less mini-challenge melodies with:</p> <ul style="list-style-type: none"> • partially accurate rhythm/timing • partially accurate pitches/notes
E	<p>1 mini-challenge melody with:</p> <ul style="list-style-type: none"> • very limited accuracy of rhythm/timing • very limited accuracy of pitches/notes



BERKELEY VALE CAMPUS MUSIC ASSESSMENT TASK

Due Date: Term 4 Week 4

Title: Guitar		Teacher Name:	
Year: 7	Stage: 4	Task Number: 2	Weighting: 50%

Syllabus Outcomes:

4.1 performs in a range of musical styles demonstrating an understanding of musical concepts

4.2 performs music using different forms of notation and different types of technology across a broad range of musical styles

Task Description:

You are to perform guitar riffs that will be provided to you on a sheet and demonstrated by your teacher. There will be 6 riffs and you must perform a minimum of 2.

The riffs increase in difficulty as follows:

- 2 mini-challenge riffs
- 2 challenge riffs
- 2 super-challenge riffs

You will have 4 lessons to learn and practice the riffs.

Your teacher will then listen to you play your selection of riffs and provide you with a mark from 1 to 5.

Assessment Task Support Information:

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

To do well in this assessment task I must:

- use my practice time productively
- ask my teacher for help if required

Grade	Marking Criteria
A	<p>All melodies performed with:</p> <ul style="list-style-type: none"> • highly accurate rhythm/timing • highly accurate pitches/notes
B	<p>Minimum of 4 melodies performed with:</p> <ul style="list-style-type: none"> • mostly accurate rhythm/timing • mostly accurate pitches/notes
C	<p>Minimum of 2 mini-challenge melodies with:</p> <ul style="list-style-type: none"> • generally accurate rhythm/timing • generally accurate pitches/notes
D	<p>2 or less mini-challenge melodies with:</p> <ul style="list-style-type: none"> • partially accurate rhythm/timing • partially accurate pitches/notes
E	<p>1 mini-challenge melody with:</p> <ul style="list-style-type: none"> • very limited accuracy of rhythm/timing • very limited accuracy of pitches/notes



BERKELEY VALE CAMPUS
VISUAL ART ASSESSMENT TASK

Due Date: Term 3 Week 9

Title: Clay Reef Bed		Teacher Name:	
Year: 7	Stage: 4	Task Number: 3	Weighting: 35%

Syllabus Outcomes:

4.2 explores the function of and relationships between artist – artwork – world – audience

4.3 makes artworks that involve some understanding of the frames

Task Description: Practical Task

This Assessment Task is divided into two sections. All work will be completed in class.

Part One: Reef Bed 30%

You will create a clay reef bed as per your teacher's directions and instructions.

Part Two: Visual Arts Diary 5%

- your teacher will collect your Visual Arts Diary and mark all classwork
- your Visual Arts Diary must be well presented, have all the work completed and be up to date

Assessment Task Support Information:

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

To do well in this assessment task I must:

- use a variety of clay making techniques and procedures to develop my sea life reef bed
- keep my Visual Arts Diary up to date and have all worksheets pasted in

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • sophisticated use of the principles and elements of design to create a clay reef bed • outstanding use of artistic techniques that are highly resolved and refined • the Visual Arts Diary is presented to an outstanding standard • all classwork is completed and up to date
B	<ul style="list-style-type: none"> • thorough use of the principles and elements of design to create a clay reef bed • high quality artistic techniques that are mostly refined • the Visual Arts Diary is presented to a high standard • all classwork is completed and up to date
C	<ul style="list-style-type: none"> • sound use of the principles and elements of design to create a clay reef bed • satisfactory artistic techniques, where some areas are refined • the Visual Arts Diary is presented to a sound standard • some classwork is incomplete and not up to date
D	<ul style="list-style-type: none"> • basic use of the principles and elements of design create a clay reef bed • basic artistic techniques that show minimal refinement • the Visual Arts Diary is presented to a basic standard • classwork is incomplete and not up to date
E	<ul style="list-style-type: none"> • very limited use of the principles and elements of design to create a clay reef bed • very limited use of artistic techniques which show little refinement • the Visual Arts Diary is missing work, is poorly presented and not up to date

HUMANITIES





BERKELEY VALE CAMPUS HUMANITIES ASSESSMENT TASK

Due Date: Term 3 Week 9

Title: Persuasive Exposition		Teacher Name:	
Year: 7	Stage: 4	Task Number: 3	Weighting: 30%

Syllabus Outcomes:

EN4-URA-01 analyses how meaning is created through the use of and response to language forms, features and structures

EN4-ECA-01 creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas

EN4-ECB-01 uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

GE4-3 explains how interactions and connections between people, places and environments result in change

Task Description:

In this task, you are to compose a persuasive exposition that convinces a chosen group of people to move or relocate to the Central Coast. Your persuasive exposition needs to include persuasive language techniques, information about the geographical area of the Central Coast and its pull factors.

You will be required to choose your intended audience from the list below:

- retirees
- young families
- established families
- young professionals
- students

Your persuasive exposition must include information about public services and amenities, housing affordability, employment, the local environment and geographical features, public transport and roads, health and education, and local history.

Notes:

- you will be given time in class to draft your persuasive exposition
- you will be given a suggested paragraph structure by your classroom teacher
- you can submit a draft to your classroom teacher for feedback
- final date for feedback will be Friday Week 8 - you cannot submit your draft for feedback after this date

Your task must be typed using size 12 Arial or Calibri font and be submitted on Google Classroom by the due date.

Assessment Task Support Information:

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

To do well in this assessment task I must:

- make my exposition specific to my chosen audience
- compose an exposition with an introduction, three (3) body paragraphs and a conclusion
- use a variety of persuasive language techniques to make my argument convincing
- use factual information about the Central Coast including data and statistics
- use correct punctuation, spelling and grammar to create a cohesive and polished piece of writing
- use correct sentence structure and paragraph structure
- use the correct terminology in the right context in my sentences

Grade	Marking Criteria
A	<ul style="list-style-type: none"> a highly effective use of the processes of planning, linguistic and stylistic conventions of language to express ideas (EN4-ECA-01, EN4-ECB-01) extensive use of terminology in the correct context. (10 words or more) (GE4-3, GE4-4) demonstrates extensive understanding of liveability factors and pull factors using accurate information about the Central Coast region, including information about at least 3 of the following: health, education, public amenities, transport, roads, housing, employment, and local environment (GE4-3, GE4-4)
B	<ul style="list-style-type: none"> effectively uses the processes of planning and the linguistic and stylistic conventions of language to express ideas (EN4-ECA-01, EN4-ECB-01) thorough use of terminology in the correct context. (6-9 words) (GE4-3, GE4-4) demonstrates thorough understanding of liveability factors and pull factors using accurate information about the Central Coast region, including information about at least 3 of the following: health, education, public amenities, transport, roads, housing, employment and local environment (GE4-3, GE4-4)
C	<ul style="list-style-type: none"> sound use of the processes of planning and the linguistic and stylistic conventions of language to express ideas (EN4-ECA-01, EN4-ECB-01) sound use of terminology in the correct context. (3-5 words) (GE4-3, GE4-4) demonstrates sound understanding of liveability factors and pull factors using accurate information about the Central Coast region, including information about at least 2 of the following: health, education, public amenities, transport, roads, housing, employment, and local environment (GE4-3, GE4-4)
D	<ul style="list-style-type: none"> limited use of the processes of planning and the linguistic and stylistic conventions of language to express ideas (EN4-ECA-01, EN4-ECB-01) basic use of terminology in the correct context. (1-2 words) (GE4-3, GE4-4) demonstrates basic understanding of liveability factors and pull factors using accurate information about the Central Coast region, including information about at least 1 of the following: health, education, public amenities, transport, roads, housing, employment, and local environment (GE4-3, GE4-4)
E	<ul style="list-style-type: none"> made little to no attempt to create a persuasive exposition very limited use of persuasive language techniques is evident (EN4-ECA-01, EN4-ECB-01) no use of terminology in the correct context. (1-2 words) (GE4-3, GE4-4) demonstrates very limited understanding of liveability factors and pull factors using accurate information about the Central Coast region

Grading Boundaries				
A	B	C	D	E
17-20	16-13	9-12	5-8	1-4

MPS

Includes:

Mathematics

PDHPE

Science





**BERKELEY VALE CAMPUS
MPS (PDHPE/SCIENCE)
ASSESSMENT TASK**

Due Date: Term 3 Week 10

Title: Creative Dance		Teacher Name:	
Year: 7	Stage: 4	Task Number: 3	Weighting: 20%

Syllabus Outcomes:

MPS5 applies, refines and adapts interpersonal and movement skills across various contexts to interact with others respectfully

Task Description:

Part One:

Practical PDHPE lessons during Term 3 are all focused on dance. Throughout Term 3, you will learn five basic dances. These are the Heel and Toe Polka, Barn Dance, Canadian Three Step, Mambo and the Stomp. Once learnt, you will be asked to perform these five dances in a collaborative setting. You will be assessed on timing, correct dance steps and participation. Each practical lesson, you will be watched for your dance etiquette and will be given an overall mark at the end of the unit.

Part Two:

In small groups, you are required to create a 2 - 3 minute dance sequence which needs to include at least ten dance phrases which you have learnt during the dance unit. For example, 'slide, slide, slide' or 'heel toe, heel toe'. You are provided a scaffolded worksheet to design your dance and are given time in class to practice and refine your group dance using the self and peer reflection sheets. You will need to perform this dance at the end of the unit in front of the class. You will be assessed on timing, dance steps and creativity.

Extension: Groups can use any appropriate piece of music to support their dance which uses a 4/4 timing. The group can also choose to dress up to improve the aesthetics of the performance.

Assessment Task Support Information:

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

To do well in this assessment task I must:

- **have the equipment required to complete this task:** correct uniform (sport clothes and shoes)
- maintain a consistent level of participation
- demonstrate appropriate dance etiquette throughout the unit
- display knowledge and coordination of dance steps



**BERKELEY VALE CAMPUS
MPS (PDHPE/SCIENCE)
ASSESSMENT TASK**

Due Date: Term 3 Week 10

Title: Cell Model		Teacher Name:	
Year: 7	Stage: 4	Task Number: 4	Weighting: 20%

Syllabus Outcomes:

MPS7 discusses the structure and function of living organisms and how scientific understanding changes people's perspective of the world

Task Description:

This is a practical hands-on task which is broken up into four distinct parts.

Part One: Sketch of cell

You must choose to sketch a specialised cell from a plant or an animal. Some specialised cells include: nerve cell, red blood cell, sperm cell, egg cell, muscle cell, root hair cell, xylem cell, phloem cell, palisade cell etc.

On your draft sketch you must:

- ☐ name the cell you have chosen e.g. Plant – Xylem Cell, Animal – Red Blood Cell, Plant – Root Hair Cell, Animal – Muscle Cell
- ☐ label the cell membrane, cytoplasm and nucleus
- ☐ labelled 3 extra organelles found within that cell

Part Two: Peer-assessed feedback

You will mark one of your peers' sketches using a marking rubric which will be explained in class.

Part Three: 3D model of cell

Using Parts One and Two, you are required to build a 3D model of your chosen cell using any materials you like e.g. cakes, jellies, polystyrene balls, lollies, cardboard, clay, play dough etc.

On your 3D model, you must:

- ☐ name the cell you have chosen
- ☐ label the nucleus, cell membrane and cytoplasm
- ☐ label the three additional organelles that can be found in the type of cell you have chosen. For example, if you choose to do a plant cell – you could label a chloroplast or a vacuole. If you choose to do an animal cell, you could label a mitochondria or a vacuole.

Part Four: Cell research (submitted via Google Classroom)

Your teacher will upload a Google Doc into your Google Classroom.

Using your chosen cell you must:

- ☐ outline its role in the organism (e.g. carries oxygen around the body)
- ☐ explain how its shape and features help it to carry out its specific job in that organism

Assessment Task Support Information:

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

To do well in this assessment task I must:

- **have the equipment required to complete this task:** class notes and information
- attempt all parts of the task
- seek out teacher for clarification or help when required



**BERKELEY VALE CAMPUS
MPS (PDHPE/SCIENCE)
ASSESSMENT TASK**

Due Date: Term 4 Week 3

Title: Yearly Examination		Teacher Name:	
Year: 7	Stage: 4	Task Number: 5	Weighting: 20%

Syllabus Outcomes:

- MPS2** demonstrates the skills of locating, analysing and discussing information regarding challenges, supporting others and respectful relationships
- MPS6** uses scientific understanding of, and discoveries about chemistry, to describe the observable properties of matter and arrangement of particles
- MPS9** recognises and investigates factors which influence and enhance health, safety and physical activity

Task Description:

This is an in-class examination covering content from Personal Development, Health and Physical Education and Science.

The topics covered in this examination are:

- What's Happening to Me (PDHPE)
- Online Safety (PDHPE)
- Matter (Science)

You will interact with a range of question types including:

- multiple choice
- short answer
- long response

Assessment Task Support Information:

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

To do well in this assessment task I must:

- **have the equipment required to complete this task:** pen, pencil, eraser
- maintain a consistent level of participation in class
- catch up missed work through a peer or speaking with my teacher
- participate in revision lessons in class
- attempt all questions using appropriate terminology



**BERKELEY VALE CAMPUS
MPS (MATHEMATICS)
ASSESSMENT TASK**

Due Date: Term 4 Week 3

Title: Yearly Examination		Teacher Name:	
Year: 7	Stage: 4	Task Number:	Weighting: 30%

Syllabus Outcomes:

MAO-WM-01 develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly

MA4-DAT-C-01 classifies and displays data using a variety of graphical representations

MA4-ALG-C-01 generalises number properties to operate with algebraic expressions including expansion and factorisation

MA4-IND-C-01 operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws

MA4-ANG-C-01 applies angle relationships to solve problems, including those related to transversals on sets of parallel lines

MA4-GEO-C-01 identifies and applies the properties of triangles and quadrilaterals to solve problems

Task Description:

This is an in-class examination covering content from Mathematics.

The topics covered in this examination are:

- Number Relationships – Additive Thinking
- Number Relationships – Multiplicative Thinking
- 2D Spatial Relations – Triangles and Quadrilaterals

You will interact with a range of question types including:

- multiple choice
- short answer
- long response

Assessment Task Support Information:

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

To do well in this assessment task I must:

- **have the equipment required to complete this task:** pen, pencil, eraser
- maintain a consistent level of participation in class
- catch up missed work through a peer or speaking with my teacher
- participate in revision lessons in class
- attempt all questions using appropriate terminology

TECHNOLOGY MANDATORY





**BERKELEY VALE CAMPUS
TECHNOLOGY MANDATORY
ASSESSMENT TASK**

Due Date: Term Week

Title: Flashing Fashion		Teacher Name:	
Year: 7	Stage: 4	Task Number:	Weighting: %

Syllabus Outcomes:

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

TE4-2DP plans and manages the production of designed solutions

TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions

TE4-7DI explain how data is represented in digital systems and transmitted in networks

Task Description:

You will study a context of Technology Mandatory over the term. Your task will be specific to the field you are studying and will be comprised of a practical and theoretical component. You will be provided with time in class to complete the requirements, however, you may be required to conduct further research at home.

You will be marked specifically on your ability to:

- design and communicate responses to the design brief, in particular your draft and final design ideas
- plan and manage the production of designed solution including sampling and production log
- research properties of materials that you will use in the production of your final product
- create a barcode using binary to encode a product description

Feedback

Written feedback will be provided within two weeks of task submission.

Assessment Task Support Information:

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

To do well in this assessment task I must:

- participate in all classroom learning activities
- ensure my design and production folio is completed to a high standard

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • extensive, unique and creative illustration and description of design ideas including sketching, • colour and labelling • samples and production log thorough are completed to an excellent standard • explicit link between properties of production material and use in final product • outstanding quality swing tag completed to a professional standard which includes a binary • barcode that is encoded with the product description
B	<ul style="list-style-type: none"> • thorough, unique and creative illustration and description of design ideas including sketching and • colour and labelling • samples and production log are completed to a high standard • good link between properties of production material and use in final product • high quality swing tag completed to a very good standard which includes a binary barcode that is encoded with the product description
C	<ul style="list-style-type: none"> • sound illustration and description of design ideas including sketching • samples and production log are completed to a sound standard • some link between properties of production material and use in final product • sound quality swing tag completed to a satisfactory standard which includes a binary barcode that is encoded with the product description
D	<ul style="list-style-type: none"> • basic illustration and description of design ideas • samples and production log are completed to a basic standard • basic link between properties of production material and use in final product • basic quality swing tag with incomplete sections which includes a limited binary barcode that is encoded with the product description
E	<ul style="list-style-type: none"> • elementary illustration and description of design ideas • samples and production log are completed to a very limited standard • little to no link between properties of production material and use in final product • elementary swing tag with incomplete sections and has no or limited binary barcode that is encoded with the product description



**BERKELEY VALE CAMPUS
TECHNOLOGY MANDATORY
ASSESSMENT TASK**

Due Date: Term Week

Title: Paddock to Plate		Teacher Name:	
Year: 7	Stage: 4	Task Number:	Weighting: 34%

Syllabus Outcomes:

TE4-2DP plan and manages the production of designed solutions

TE4-5AG investigate how food and fibre are produced in managed environments

TE4-7DI explains how data is represented in digital systems and transmitted in networks

Task Description:

You are required to design a small managed farm environment based on a given design brief.

You will be assessed on your ability to:

- consider how food is produced in a managed environment through the design and maintenance of a chicken pen and edible garden
- explain how data is transmitted via networks in an agricultural technology

You will be required to complete a design and production portfolio to communicate your designed solution.

Assessment Task Support Information:

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

To do well in this assessment task I must:

- complete all components of the design and production portfolio
- complete Movement Research task
- participate in practical activities on the farm
- submit all work by the required due date

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • outstanding participation in practical work • outstanding and highly detailed farm design meeting all requirements of the chick coop and edible garden • extensive explanation of how data is transmitted in their digital control system design • exceptional understanding of the design and production process
B	<ul style="list-style-type: none"> • great participation in practical work • thorough and detailed farm design meeting all/most requirements of the chick coop and edible garden • comprehensive explanation of how data is transmitted in their digital control system design • comprehensive understanding of the design and production process
C	<ul style="list-style-type: none"> • participation in practical work • satisfactory farm design meeting some/most requirements of the chick coop and/or edible garden • sound explanation of how data is transmitted in their digital control system design • sound understanding of the design and production process
D	<ul style="list-style-type: none"> • participation at times in practical work • basic farm design meeting limited requirements of the chick coop and/or edible garden • limited explanation of how data is transmitted in their digital control system design • basic understanding of the design and production process
E	<ul style="list-style-type: none"> • makes little effort to participate in practical work • little or no farm design meeting very limited requirements of the chick coop and/or edible garden • very limited or no explanation of how data is transmitted in their digital control system design • very limited understanding of the design and production process



**BERKELEY VALE CAMPUS
TECHNOLOGY MANDATORY
ASSESSMENT TASK**

Due Date: Term Week

Title: Tinkering with Timber		Teacher Name:	
Year: 7	Stage: 4	Task Number:	Weighting: 33%

Syllabus Outcomes:

TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects

TE4-4DP designs algorithms for digital solutions and implements them in a general-purpose programming language

TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions

Task Description:

You will be introduced to a workshop environment where they will be guided through the processes necessary for developing and producing a timber-based product with an integrated digital interface for a specific purpose.

You will be marked specifically on your ability to:

- identify hazards and implement appropriate control measures
- identify several tools within the timber workshop
- construct a timber project justifying the use of introduced procedures
- understand the characteristics of joinery processes implemented
- predict the output of algorithms and implement within a basic programming language

Extension Activity

- Where is timber sourced in an environmentally sustained way?
- implement a functioning digital user interface into timber project

Assessment Task Support Information:

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

To do well in this assessment task I must:

- participate in all classroom learning activities
- ensure my design and production folio is completed to a high standard
- complete online components including OnGuard and Google Classroom
- attempt to complete all tasks

Grade	Marking Criteria
A	<ul style="list-style-type: none"> independently and competently applied project management techniques displayed an extensive understanding of risk assessment techniques produced very high-quality rebate joints independently identifies all tools introduced and justifies why they are used displays a comprehensive understanding of the joinery processes undertaken independently and consistently writes programmable code that depicts introduced pseudocode
B	<ul style="list-style-type: none"> competently applied project management techniques displayed a thorough understanding of risk assessment techniques produced high-quality rebate joints usually identified all tools introduced and justifies why they are used displays thorough understanding of the joinery processes undertaken consistently writes programmable code that depicts introduced pseudocode
C	<ul style="list-style-type: none"> applied project management techniques to a satisfactory level displayed a sound understanding of risk assessment techniques produced satisfactory rebate joints identified most tools introduced and sometimes justified why they are used displays a sound understanding of the joinery processes undertaken displays a satisfactory amount of skill and knowledge when writing programmable code
D	<ul style="list-style-type: none"> had difficulty applying project management techniques displayed a basic understanding of risk assessment techniques required teacher intervention to produce rebate joints identified some tools introduced displays a basic understanding of the joinery processes undertaken has difficulty writing programmable code
E	<ul style="list-style-type: none"> had difficulty completing all specified OnGuard training has difficulty applying very limited risk assessment techniques has difficulty identifying tools introduced and an elementary understanding of appropriate use rarely completes tasks associated with the generation and evaluation of design ideas displays an elementary understanding of the characteristics and properties of the material used has difficulty applying most project management techniques displays very limited ability when writing code



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