



BERKELEY VALE CAMPUS
ASSESSMENT BOOK
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 Semester 1.

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

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

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

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

- an essential and integrated part of teaching and learning
- reflecting a belief that all students can improve
- involving the setting of learning goals with students
- helping students know and recognize the standards to which they are aiming
- involving students in self and peer assessment
- providing feedback that helps students understand the next steps in learning and planning how to achieve these goals
- involving teachers, students and parents in reflecting on assessment data

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

- relevant
- appropriate to stage level
- fair
- accurate in providing an insight into student skills
- able to provide useful information to direct teaching and learning
- able to be integrated into the teaching and learning cycle
- able to draw on a wide range of evidence
- manageable for students and teachers

CAPA

Includes:

Japanese

Auslan

Music

Visual Arts





**BERKELEY VALE CAMPUS
JAPANESE ASSESSMENT TASK**

Due Date: Term 1 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 language

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:

- 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 very 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 2 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:

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

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 • bookwork is maintained to a limited standard, with few tasks completed and limited or no worksheets completed and pasted in



**BERKELEY VALE CAMPUS
AUSLAN ASSESSMENT TASK**

Due Date: Term 1 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 1: 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 2: 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"> • 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 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 a very limited standard, with few tasks completed and limited or no worksheets completed and pasted in



**BERKELEY VALE CAMPUS
AUSLAN ASSESSMENT TASK**

Due Date: Term 2 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 1: 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 2: 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. 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 1 minute 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. 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 1 minute 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. Includes some attempt to make the presentation visually appealing • information is presented neatly with at least 2 picture • video presents a satisfactory information about the chosen festival. At least 3 Auslan signs are used, but with some mistakes • video is 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 limited information about the chosen festival. No Auslan signs have been used. Video is incomplete



BERKELEY VALE CAMPUS MUSIC ASSESSMENT TASK

Due Date: Term 1 Week 8

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

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

Syllabus Outcomes:

- 4.1 performs music different forms of notation and different types of technology across a broad range of musical styles
- 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:

- 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	All riffs performed with: <ul style="list-style-type: none"> • highly accurate rhythm/timing • highly accurate pitches/notes
B	Minimum of 4 riffs performed with: <ul style="list-style-type: none"> • mostly accurate rhythm/timing • mostly accurate pitches/notes
C	Minimum of 2 mini-challenge riffs with: <ul style="list-style-type: none"> • generally accurate rhythm/timing • generally accurate pitches/notes
D	2 or less mini-challenge riffs with: <ul style="list-style-type: none"> • partially accurate rhythm/timing • partially accurate pitches/notes
E	1 mini-challenge riff with: <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 1 Week 7

Title: Critical Theory		Teacher Name:	
Year: 7	Stage: 4	Task Number: 1	Weighting: 30%

Syllabus Outcomes:

4.7 explores aspects of practice in critical and historical interpretation of art

4.9 begins to acknowledge that art can be interpreted from different points of view

Task Description:

All work will be completed in class.

In class you will explore the artmaking practice of Edvard Munch and look at his artwork "The Scream" (1893). You will focus specifically on visual qualities, recognising The Elements of Art such as line, colour, shape, tone and texture relating to the German Expressionism movement and The Frames.

You will complete a critical read on the artist Edvard Munch and "The Scream" by reading a text or a word bank and use the Subjective and Structural Frames to categorise text and answer questions in full sentences.

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 artmaking techniques unique to German Expressionism
- use The Elements of Art; line, shape, tone, texture and colour in The Scream artwork
- keep Visual Arts Diary up to date, well presented and organised and have all worksheets pasted in

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • outstanding use of artmaking techniques that are highly resolved and influenced by Munch and German Expressionism • sophisticated use and manipulation of The Elements of Art to create an artwork influenced by Munch's The Scream • Visual Arts diary is presented to an outstanding standard. All classwork is completed, exceptionally organised and up to date
B	<ul style="list-style-type: none"> • excellent use of artmaking techniques that are creatively resolved and influenced by Munch and German Expressionism • high level use and manipulation of The Elements of Art to create an artwork influenced by Munch's The Scream • Visual Arts diary is presented to a high standard. All classwork is completed, highly organised and up to date
C	<ul style="list-style-type: none"> • sound use of artmaking techniques that are characterised and influenced by Munch and German Expressionism • satisfactory use and manipulation of The Elements of Art to create an artwork influenced by Munch's The Scream • Visual Arts diary is presented to a sound standard. Some classwork is incomplete, partially organised and not up to date
D	<ul style="list-style-type: none"> • basic use of artmaking techniques that show minimal influence of Munch and German Expressionism • limited use and manipulation of The Elements of Art to create an artwork influenced by Munch's The Scream • Visual Arts diary is presented to a basic standard. Classwork is incomplete, lacks organisation and not up to date
E	<ul style="list-style-type: none"> • very limited use of artmaking techniques that show no influence of Munch and German Expressionism • very limited use of The Elements of Art to create an artwork influenced by Munch's The Scream • Visual Arts diary is missing work, is poorly organised and not up to date



**BERKELEY VALE CAMPUS
VISUAL ART ASSESSMENT TASK**

Due Date: Term 2 Week 2

Title: The Scream Artwork		Teacher Name:	
Year: 7	Stage: 4	Task Number: 2	Weighting: 35%

Syllabus Outcomes:

- 4.1 uses a range of strategies to explore different art-making conventions and procedures to make artworks
- 4.2 explores the function of and relationships between the artist – artwork – world – audience

Task Description:

There are two components to this task.

Part One 25% “The Scream” Artwork

You will be required to:

- make a self-portrait influenced by the Expressionist painting “The Scream” by Edvard Munch
- use a range of mixed media to express the different elements of art in your artwork

Part Two Visual Arts Diary 10%

Your teacher will collect your Visual Arts Diary and mark all in-class work. 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 art techniques and procedures to develop The Scream Artwork
- use the elements of art: colour, shape, line, texture, tone and space
- use a range of mixed media
- keep my Visual Arts Diary up to date and have all worksheets pasted in

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • outstanding self portrait artwork that has been influenced by “The Scream” by Edvard Munch • sophisticated use of different mixed media techniques in their artwork • manipulates and arranges colours, shapes, tone, textures, text into a highly creative and unified composition • Visual Arts Diary is presented to an outstanding standard • all classwork is completed and up to date
B	<ul style="list-style-type: none"> • excellent self portrait artwork that has been influenced by “The Scream” by Edvard Munch • high level use of different mixed media techniques in their artwork • manipulates and arranges colours, shapes, tone, textures and text into a creative and unified composition • 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 self portrait artwork that has been influenced by “The Scream” by Edvard Munch • demonstrates a sound mixed media techniques in their artwork • develops colours, shapes, tone, textures and text well but composition is not cohesive • 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 self portrait artwork that has been influenced by “The Scream” by Edvard Munch • demonstrates basic mixed media techniques with minimal through to composition • finished artwork displays a basic understanding of colours, shapes, tone, textures and text • Visual Arts Diary is presented to a basic standard • classwork is incomplete and not up to date
E	<ul style="list-style-type: none"> • self portrait artwork that has been influenced by “The Scream” by Edvard Munch but is incomplete • artwork demonstrates very limited mixed media techniques and no thought to composition • artwork displays a very limited understanding of colours, shapes, tone, textures and text • Visual Arts Diary is missing work, is poorly presented and not up to date

HUMANITIES





**BERKELEY VALE CAMPUS
HUMANITIES ASSESSMENT TASK**

Due Date: Term 1 Week 10

Title: Portfolio of Poems and Topic Test		Teacher Name:	
Year: 7	Stage: 4	Task Number: 1	Weighting: 30%

Syllabus Outcomes:

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

GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry

GE4-8 communicates geographical information using a variety of strategies

Task Description:

Part One Portfolio of Poems

You are required to create a portfolio of poems to be presented in booklet, digital or poster format. Poems must focus on landscapes or landforms such as waterfalls, beaches, canyons or monoliths. You need to compose **five (5)** poems in different forms such as acrostic, haiku, cinquain, shape, limerick, lyric, ode, ballad or free verse. **Please include no more than 2 poems of the same form.** Ensure your portfolio includes colour, images and represents your chosen landscape or landform. Please ensure you take care in the crafting and presentation of your work.

Your poems must adhere to the following guidelines:

- correctly utilise poetic form
- contain different poetic techniques such as simile, metaphor, rhetorical question, onomatopoeia, hyperbole, imagery, symbolism, alliteration, rhyme and rhythm
- reflect your understanding of how landscapes and landforms are valued (economically, aesthetically, culturally, environmentally)

Poems will be drafted in class across the term. You will be required to submit your drafts for marking at 3 points during the term. **One poem will be due to the classroom teacher at the end of Week 3, Week 6 and Week 9.** These must be different poems. Draft poems will be worth 10 marks total.

Part Two Topic Test

You are to complete an online topic test. You will be assessed on your understanding and application of geographical skills and knowledge of the Values Unit.

The topic test will consist of 3 sections:

Section 1: multiple choice

Section 2: short answer response

Section 3: TXXXC paragraph 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:

Part One

- poems must include a title and your name must on any submitted work
- submit drafts to the classroom teacher at the end of Week 3, Week 6 and Week 9
- actively seek feedback from your classroom teacher about your poems
- plan and draft your poems carefully
- check for spelling and punctuation errors
- present your poems in a neat and polished way
- use correct poetic form

Part Two

- complete classwork to an excellent standard
- ask the teacher for assistance during the Value Unit if unsure of a concept
- revise course content and applying geographical skills
- read the questions and do what they ask

Grade	Part one – Portfolio of Poems 20 marks
	Marking Criteria
A 20-17	<ul style="list-style-type: none"> • skillfully composes a range of poems that reflect an excellent understanding of how humans value landscapes and landforms (economic, spiritual, aesthetic or cultural) (EN4-ECA-01) • utilises a sophisticated range of poetic techniques such as metaphor, simile, personification, onomatopoeia, rhyme and rhythm to create engaging and creative poems (EN4-ECA-01) • composes a wide range of poems correctly utilising form and structure to communicate ideas about landscapes and landforms. Poetic forms include haiku, cinquain, limerick, shape poem, ode, free verse or ballad. (EN4-ECA-01)
B 16-13	<ul style="list-style-type: none"> • composes a range of poems that reflect a thorough understanding of how humans value landscapes and landforms (economic, spiritual, aesthetic or cultural) (EN4-ECA-01) • utilises a wide range of poetic techniques such as metaphor, simile, personification, onomatopoeia, rhyme and rhythm to create engaging and creative poems (EN4-ECA-01) • composes a range of poems utilising form and structure to communicate ideas about landscapes and landforms. Poetic forms include haiku, cinquain, limerick, shape poem, ode, free verse or ballad. (EN4-ECA-01)
C 12-9	<ul style="list-style-type: none"> • composes a range of poems that reflect a sound understanding of how humans value landscapes and landforms (economic, spiritual, aesthetic or cultural) (EN4-ECA-01) • utilises a range of poetic techniques such as metaphor, simile, personification, onomatopoeia, rhyme and rhythm to create engaging and creative poems with some errors (EN4-ECA-01) • composes a range of poems utilising form and structure to communicate ideas about landscapes and landforms. Poetic forms include haiku, cinquain, limerick, shape poem, ode, free verse or ballad. Poetic form may contain some errors. (EN4-ECA-01)
D 8-5	<ul style="list-style-type: none"> • attempts to compose poems that reflect a basic understanding of how humans value landscapes and landforms (economic, spiritual, aesthetic or cultural) (EN4-ECA-01) • attempts to utilise some poetic techniques such as metaphor, simile, personification, onomatopoeia, rhyme and rhythm to create poems with frequent errors (EN4-ECA-01) • attempts to compose a range of poems utilising form and structure to communicate ideas about landscapes and landforms. Poems may contain frequent errors. (EN4-ECA-01)
E 4-0	<ul style="list-style-type: none"> • makes a limited attempt to compose poems about how humans value landscapes and landforms (economic, spiritual, aesthetic or cultural) (EN4-ECA-01) • makes a limited attempt to utilise some poetic techniques such as metaphor, simile, personification, onomatopoeia, rhyme and rhythm (EN4-ECA-01) • makes a limited attempt to compose poems utilising form and structure to communicate ideas about landscapes and landforms. Poems may not adhere to poetic form and structure. (EN4-ECA-01)

Grading Boundaries

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

	Portfolio of Poems – Draft Poems 10 marks
Grade	Marking Criteria
A 10-9	<ul style="list-style-type: none"> poems clearly communicate how humans value landscapes and landforms, correctly utilising poetic techniques and poetic form
B 8-7	<ul style="list-style-type: none"> poems are mostly clear in expressing how humans value landscapes and landforms, correctly utilising poetic techniques and poetic form. One area may be lacking
C 6-5	<ul style="list-style-type: none"> poems are somewhat clear in expressing how humans value landscapes and landforms, correctly utilising poetic techniques and poetic form. Two areas may be lacking
D 4-3	<ul style="list-style-type: none"> poems attempt to express how humans value landscapes and landforms utilising poetic techniques and poetic form. Two or more areas may be lacking
E 2-1	<ul style="list-style-type: none"> very limited attempt at composing poems that express how humans value landscapes and landforms utilising poetic techniques and poetic form. Two or more areas may be lacking



**BERKELEY VALE CAMPUS
HUMANITIES ASSESSMENT TASK**

Due Date: Term 2 Week 10

Title: Feature Article		Teacher Name:	
Year: 7	Stage: 4	Task Number: 2	Weighting: 40%

Syllabus Outcomes:

EN4-URB-01 examines and explains how texts represent ideas, experiences and values

EN4-ECA-01 creates personal, creative and critical texts for a range of audience 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

GE4-1 locates and describes the diverse features and characteristics of a range of places and environments

HT4-5 identifies the meaning, purpose and context of historical sources

HT4-7 identifies and describes different contexts, perspectives and interpretations of the past

Task Description:

PART A Feature Article

You are a journalist who has the opportunity to interview a character/subject of your class text. You must write a feature article of 1-2 A4 pages that outlines the subject's experiences of growing up, the challenges they faced and how they overcame their experiences to achieve empowerment.

- Step 1** research your character/subject's background. This could include social, historical and cultural context
- Step 2** compose questions that you will ask your character/subject about their life, experiences and how they overcame the challenges they faced
- Step 3** put yourselves into the shoes of your character/subject. Answer your interview questions from the perspective of the character
- Step 4** compose a feature article based on the research, questions and answers you have created

Your feature article must include the following aspects:

- A title
- A byline
- Your name and the date of publication
- An introduction to your subject/person
- Interview questions and answers
- An image or photograph of your character
- A concluding paragraph

You will be required to submit a draft of your task on Monday of Week 9 for feedback. Your draft will contribute to your overall grade.

Your feature article must be typed and printed on A4 paper using size 12 Arial, Calibri or Times New Roman font.

PART B Historical Source Analysis

During your study of Ancient China as part of the Empowerment Unit, you will learn how to analyse a variety of primary and secondary historical sources. You are required to apply the knowledge and skills you have gained by completing an historical source analysis using the **OCPUR** (origin, content, purpose, usefulness and reliability) structure. This task will be submitted on the BVC Year 7 Humanities Google Classroom.

The historical source analysis will be completed in class under test conditions in a dedicated Humanities lesson on computers. You will be issued with an OCPUR hint sheet to guide you.

Assessment Task 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:**PART A**

- draft my response during class time and submit to my classroom teacher
- ensure my work is free from spelling, grammar and punctuation errors
- include all aspects of a feature article
- compose interview questions and answers with consideration to the subject's cultural context and experiences including hardships and journey towards empowerment

PART B

- ensure I read or view the sources accurately
- analyse all sources following the OCPUR structure
- answer all questions with detail, accuracy and in full sentence

Grade	Marking Criteria
A	<ul style="list-style-type: none"> composes a sustained feature article that correctly utilises form and structure to investigate their subject/character and their experiences and values (EN4-URB-01) demonstrates outstanding control of language, including grammar, punctuation, pronouns and noun groups to compose a sustained and consistent feature article (EN4-ECA-01) works consistently and demonstrates a high level of skill towards planning, monitoring and editing their work, including submitting a full draft and applying feedback given from the classroom teacher (EN4-ECB-01)
B	<ul style="list-style-type: none"> composes a mostly sustained feature article that correctly utilises form and structure to investigate their subject/character and their experiences and values (EN4-URB-01) demonstrates skillful control of language, including grammar, punctuation, pronouns and noun groups to compose a sustained feature article (EN4-ECA-01) works consistently towards planning, monitoring and editing their work, including submitting a full draft and applying feedback given from the classroom teacher (EN4-ECB-01)
C	<ul style="list-style-type: none"> composes a sound feature article that somewhat correctly utilises form and structure to investigate their subject/character and their experiences and values (EN4-URB-01) demonstrates sound control of language, including grammar, punctuation, pronouns and noun groups to compose a feature article (EN4-ECA-01) works soundly towards planning, monitoring and editing their work, including submitting a draft and attempting to apply feedback given from the classroom teacher (EN4-ECB-01)
D	<ul style="list-style-type: none"> composes a basic feature article that attempts to utilise form and structure to investigate their subject/character and their experiences and values (EN4-URB-01) demonstrates basic control of language, including grammar, punctuation, pronouns and noun groups (EN4-ECA-01) works inconsistently towards planning, monitoring and editing their work, including submitting a draft and attempting to apply feedback given from the classroom teacher (EN4-ECB-01)
E	<ul style="list-style-type: none"> makes very limited or no attempt to compose a feature article about their subject/characters experiences and values (EN4-URB-01) makes little or no attempt to control language (EN4-ECA-01) makes little or no attempt to plan, monitor and edit their work. Did not submit draft (EN4-ECB-01)

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

MPS MATHEMATICS





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

Due Date: Term 1 Week 10

Title: Game On		Teacher Name:	
Year: 7	Stage: 4	Task Number: 1	Weighting: 20%

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-PRO-C-01 - solves problems involving the probabilities of simple chance experiments

Task Description:

Students will explore how probability influences games so they can answer the question: **Can knowing how the game works, ruin all the fun?**

Students will be required to:

- create a simple game
- explain the rules of the game
- use knowledge of probability to explain each player's chances of winning
- test the game by playing
- answer reflection questions about the game

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:

- ensure classwork is being completed
- collaborate with peers
- complete all outlined tasks
- obtain feedback on each task from classroom teacher



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

Due Date: Term 2 Week 10

Title: Number Relationships		Teacher Name:	
Year: 7	Stage: 4	Task Number: 2	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-FRC-C-01 - represents and operates with fractions, decimals and percentages to solve problems

MA4-INT-C-01 - compares, orders and calculates with integers to solve problems

Task Description:

Students are provided opportunities to demonstrate their knowledge of the content presented in class related to the included outcomes.

Students will be tested on their knowledge of:

- fractions
- decimals
- percentages
- integers

Students will be exposed to various types of questions including:

- multiple choice
- short answer
- written response

Assessment Task Support Information:

- you will sign the document register to acknowledge receipt of this notification
- you will participate in all Mathematics lessons

To do well in this assessment task I must:

- ensure classwork is being completed
- attempt all questions
- complete MathsOnline tasks
- create an A4 page of handwritten notes to bring in to test

MPS
PDHPE/SCIENCE





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

Due Date: Term 1 Week 10

Title: Rights of Passage		Teacher Name:	
Year: 7	Stage: 4	Task Number: 1	Weighting: 20%

Syllabus Outcomes:

MPS1 identifies questions and problems that can be tested collaboratively and individually produces a plan and safely follows instructions to investigate them

MPS2 demonstrates the skills of locating, analysing and discussing information regarding challenges, supporting others and respectful relationships

Task Description:

This task is divided into **Must Do** and **Should Do** components. Remember, completing the **Must Do** tasks are mandatory for all students, while engaging in the **Should Do** tasks provides an opportunity for further skill development to allow you to achieve a higher grade.

Your **Must Do** tasks only allow you to obtain a grade of E- C. If you complete the **Should Do** tasks you may receive marks which could push you up into the B - A range.

Must Do Completed in class	Should Do Completed at home
<ul style="list-style-type: none">• Obtain your Bunsen Burner license• Order the 12 relationships qualities into most important to least important and describe why your top 3 choices• Complete a critical read on mental health and challenges young people face• Research different separation techniques and where they are used in the real-world	<ul style="list-style-type: none">• Design a poster informing young people where they can seek help• Create a Jeopardy game incorporating PDHPE and Science content

Assessment Task Support Information:

- you will sign the document register to acknowledge receipt of this notification
- you will complete must do tasks in class
- you will attempt should do tasks at home

To do well in this assessment task I must:

- complete all must do tasks
- ensure classwork is being completed
- obtain feedback on each task from classroom teacher



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

Due Date: Term 2 Week 10

Title: Changes		Teacher Name:	
Year: 7	Stage: 4	Task Number: 2	Weighting: 10%

Syllabus Outcomes:

- MPS3** - demonstrates the ability to practice and transfer movement patterns across various physical activity contexts
- MPS4** - explains the dynamic nature of models in developing understanding of the Solar System and the processes that occur within and on the Earth
- MPS8** - demonstrates the ability to discuss how scientific understanding allows us to find solutions to problems involving unbalanced forces and energy transformations

Task Description:

This task is divided into **Must Do** and **Should Do** components. Remember, completing the **Must Do** tasks are mandatory for all students, while engaging in the **Should Do** tasks provides an opportunity for further skill development to allow you to achieve a higher grade.

Your **Must Do** tasks only allow you to obtain a grade of E- C. If you complete the **Should Do** tasks you may receive marks which could push you up into the B - A range.

Must Do Completed in class	Should Do Completed at home
<ul style="list-style-type: none"> Participate in practical PDHPE lessons and games Research and define the different types of energy Film a 3-minute video outlining changes young people go through Create a mnemonic about the order of the planets 	<ul style="list-style-type: none"> Create a flowchart of energy transformations of two things in your home Build a model planet and answer research questions

Assessment Task Support Information:

- you will sign the document register to acknowledge receipt of this notification
- you will complete must do tasks in class
- you will attempt should do tasks at home

To do well in this assessment task I must:

- complete all practical tasks
- ensure classwork must do tasks are being completed
- obtain feedback on each task from classroom teacher

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: 33%

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: 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:

Students are introduced to a workshop environment where they will be guided through several processes that are required to develop and produce a product for a specific purpose made from timber. Students will be marked specifically on their ability to:

- Generate and understand the use of design and planning techniques.
- The role of designers in the production process.
- Identify hazards and implement appropriate control measures.
- Construct a timber project.
- Identify several tools within the timber workshop and discuss where they are used within a timber context.
- Understand the characteristics of joinery processes implemented.

Students will also investigate programming and the Arduino coding language. Students will learn some basic sketches, then complete a Google Form quiz on the content they have learned.

Extension Activity

- Investigation of Indigenous Timber Products and its uses

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 PPE for practical lessons in the workshop
- participate in all classroom learning activities.
- ensure my design and production folio is completed to a high standard.
- complete online components that includes OnGuard and Google Classroom

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • independently and competently applied design, planning and project management techniques. • extensive understanding of Risk Assessment techniques. • very high-quality rebate joints for project. • independently identifies all tools introduced and justifies why they are used. • comprehensive understanding of the joinery processes undertaken. • code is structured and error free. • extensive use of pseudo coding and flowcharting techniques to develop code
B	<ul style="list-style-type: none"> • competently applied design, planning and project management techniques. • very good understanding of Risk Assessment techniques. • high-quality rebate joints for project. • usually identified all tools introduced and justifies why they are used. • very good understanding of the joinery processes undertaken. • code has structure and is mostly error free. • thorough use of pseudo coding and flowcharting techniques to develop code.
C	<ul style="list-style-type: none"> • applied design, planning and project management techniques to a satisfactory level. • sound understanding of Risk Assessment techniques. • satisfactory rebate joints for project. • identified most tools introduced and sometimes justified why they are used • sound understanding of the joinery processes undertaken. • code has some structure and is mostly error free. • satisfactory use of pseudo coding and flowcharting techniques to develop code.
D	<ul style="list-style-type: none"> • had difficulty applying design, planning and project management techniques. • basic understanding of Risk Assessment techniques. • required teacher intervention to produce rebate joints for project. • identified some tools introduced. • basic understanding of the joinery processes undertaken. • code has little structure and contains a number of errors. • basic use of pseudo coding and flowcharting techniques to develop code.
E	<ul style="list-style-type: none"> • did not apply design, planning and project management techniques. • very limited understanding of Risk Assessment techniques. • did not produce rebate joints. • identified some tools introduced. • very limited understanding of the joinery processes undertaken. • code has little structure and contains a number of errors. • very limited use of pseudo coding and flowcharting techniques to develop code.



**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:

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

Students will be assessed on their 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 can be transmitted through the design of a digital control system which improves sustainability on the farm.

Students will be required to complete a design and production portfolio to communicate their 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
- 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 • outstanding design of a digital control system to improve sustainability on the farm • 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 • thorough design of a digital control system to improve sustainability on the farm • 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 • satisfactory design of a digital control system to improve sustainability on the farm • 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 • basic design of a digital control system to improve sustainability on the farm • 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 • little or no design of a digital control system to improve sustainability on the farm • 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
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

