



BERKELEY VALE CAMPUS
ASSESSMENT BOOK
Year 8 2024





YEAR 8 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

Music

Visual Arts





**BERKELEY VALE CAMPUS
JAPANESE ASSESSMENT TASK**

Due Date: Term 1 Week 7

Title: Family		Teacher Name:	
Year: 8	Stage: 4	Task Number: 1	Weighting: 30%

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:

In this task you will be required to create an A3 poster of an imaginary family in the format of a family tree. You must include the following features:

- a grandmother and grandfather, aunt and uncle, older and younger sister, older and younger brother.
- each family member will be labelled in hiragana
- each family member will be represented by a drawing, illustration, manga or photograph.
- each family member will have a sentence written in hiragana describing hair colour, eye colour, height and age
- the sentences will be written next to, below or above the image of the person.
- all sentences are to be written in hiragana, kanji numbers using the sentences structures taught in class.

Note: Google Translate is not permitted for this task.

Assessment Task Support Information:

- tasks to be submitted on Google Classroom- JPG or handed in person to your teacher
- 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 the correct hiragana and kanji numbers
- use the correct vocabulary and sentence structures
- maintain all worksheets and notes in my book and Google Drive folder
- regularly check the Google Classroom and class website to catch up on missed work

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • extensive understanding through use of Japanese structures, hiragana script and vocabulary • advanced knowledge of correct terms in kanji and hiragana with a very high degree of accuracy in writing • all correct sentence structures used. • all people in the 'family' are illustrated with highly creative imagery. • Google Translate has NOT been used
B	<ul style="list-style-type: none"> • thorough understanding through use of Japanese structures, hiragana script and vocabulary • thorough knowledge of the correct terms in kanji and hiragana with a high degree of accuracy in writing • all correct sentence structures used. • all people in the 'family' are illustrated with creative imagery. • Google Translate has NOT been used
C	<ul style="list-style-type: none"> • written language demonstrates sound understanding most use of Japanese structures, hiragana script and vocabulary • sound knowledge of the correct terms in kanji and hiragana with a satisfactory level of accuracy in writing • most correct sentence structures used. • Google Translate has NOT been used • incomplete sentences or poster
D	<ul style="list-style-type: none"> • basic understanding of and use of Japanese sentence structures, hiragana script and vocabulary • basic knowledge of the correct terms in kanji and hiragana with basic hiragana which is illegible • basic understanding and recognition of the meaning of spoken Japanese terms • A few correct sentence structures have been used • used Google Translate incorrectly
E	<ul style="list-style-type: none"> • very limited understanding through use of Japanese structures, hiragana script and vocabulary • elementary knowledge of the correct terms in kanji and hiragana with a sound level of accuracy • very limited understanding and recognition of spoken Japanese terms • no correct sentences have been used • incomplete submission or no submission



**BERKELEY VALE CAMPUS
MUSIC ASSESSMENT TASK**

Due Date: Term 1 Week 9

Title: Hip Hop Composition		Teacher Name:	
Year: 8	Stage: 4	Task Number: 1	Weighting: 40%

Syllabus Outcomes:

- 4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organizing, arranging and composing
- 4.5 notates compositions using traditional and/or non-traditional notation
- 4.6 experiments with different forms of technology in the composition process

Task Description:

Year 8 students have been studying Hip Hop during Term 1. In this task students are to compose a 4 bar loop in Bandlab as well as a rap of at least 8 bars (lines) in length.

The task is to be submitted by sharing the Bandlab project with your teacher as well as writing the rap in the assigned Google Doc and submitting it through Google Classroom.

Students must include the following in their beat and rap:

- at least 4 layers of instrumentation, two of which must be drums and bass
- a tempo (speed of the song) within 70 -100 BPM
- a rap that includes rhyme, reference to local area (for example, Bato Yard, Tuggerah Lake, Shelly Beach etc.) and an MC (rapper) name

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:

- address all elements outlined in the task description and marking criteria
- submit the assessment on or before the due date
- ensure the Bandlab project has been shared with my teacher
- submit the rap through the assigned Google Doc

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • contains outstanding use of Bandlab • includes at least 4 layers of instrumentation and is within the 70-100 BPM range • outstanding lyrical content, references to local area made, rhyme is used extensively, student's/MC name included
B	<ul style="list-style-type: none"> • contains a high standard of Bandlab use • includes 4 layers of instrumentation and is within the 70-100 BPM range • high standard of lyrical content, references to local area made, rhyme is implemented, student's/MC name included
C	<ul style="list-style-type: none"> • contains a sound standard of Bandlab use • includes at least 3 layers of instrumentation and is within the 70-100 BPM range • contains a sound standard of lyrical content, reference to local area or rhyme or student's/MC name included
D	<ul style="list-style-type: none"> • contains a basic standard of Bandlab use • does not include 4 layers of instrumentation and is not within the 70-100 BPM range • contains a limited standard of lyrical content – no reference to local area, no rhyme, no student/MC name
E	<ul style="list-style-type: none"> • demonstrates a very limited understanding of Bandlab • does not use the correct sounds/does not contain 4 layers of sound and is not within the 70-100 BPM range • may contain inappropriate lyrical content, no reference to local area, no rhyme, no student/MC name



**BERKELEY VALE CAMPUS
VISUAL ARTS ASSESSMENT TASK**

Due Date: Term 1 Week 10

Title: Urban Art		Teacher Name:	
Year: 8	Stage: 4	Task Number: 1	Weighting: 30%

Syllabus Outcomes:

- 4.1 Uses a range of strategies to explore different art-making conventions and procedure to make artworks.
- 4.2 Explores the function of and relationships between artist – artwork – world – audience.
- 4.6 Selects different materials and techniques to make artworks.

Task Description:

This assessment task is divided into two sections.

Part A- Submission of Visual Arts Diary 10%

The diary should include:

- all documentation of processes and techniques completed in class.
- completed 2D draft artwork with labelled descriptions.
- completed theory work relating to elements of the conceptual framework.

Part B- Urban Art Themed Clay Tile 20%

Students submit a clay tile that includes the following elements:

- Urban Art inspired subject matter and imagery.
- correct application of ceramic techniques.
- appropriate use of ceramic materials, clay and glaze.

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:

- seek guidance and clarify misunderstandings
- complete all work during class time

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • sophisticated use of the principles and elements of design to create an urban art inspired clay tile • 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 an urban art inspired clay tile • 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 tile that shows some influence from Urban Art • 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 to create a clay tile which shows little influence from Urban art • 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 tile which shows little influence from Urban Art • 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

ENGLISH





**BERKELEY VALE CAMPUS
ENGLISH ASSESSMENT TASK**

Due Date: Term 1 Week 10

Title: From Little Things- Non-Fiction Task		Teacher Name:	
Year: 8	Stage: 4	Task Number: 1	Weighting: 25%

Syllabus Outcomes:

EN4-RVL-01- uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction

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

Task Description:

Your assessment task is in two parts:

Part A: During the course of this unit, you will be asked to examine and analyse a range of non-fiction texts which represent the ideas and values of the topic 'From Little Things'. This section of the task will be administered in class time and will contribute to your final assessment in this unit.

Part B: You will be asked to compose your own non-fiction text based on the ideas and issues examined in this unit. Your composition will reflect the topic 'From Little Things' and demonstrate your knowledge and understanding of events that have helped shape the world. Your response should be between 600-800 words in length.

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:

- critically read and view a variety of texts relating to an issue
- decide on a topic of interest
- plan, draft and seek teacher support and feedback prior to the due date
- complete and submit reflection questions on the due date

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • crafts a sustained and engaging response that effectively represents an issue in society • effectively controls structure and form to achieve the purpose of the response • demonstrates effective and consistent control of language to craft a cohesive response
B	<ul style="list-style-type: none"> • crafts a response that competently represents an issue in society • controls structure and form to achieve the purpose of the response • demonstrates consistent control of language to craft a cohesive response
C	<ul style="list-style-type: none"> • creates a response that represents an issue in society • uses structure and form to achieve the purpose of the response • demonstrates control of language to create a response
D	<ul style="list-style-type: none"> • creates a response that contains an issue • uses some features of structure and form that have some connection to purpose • demonstrates limited control of language
E	<ul style="list-style-type: none"> • attempts to create a response • attempts to use features of structure • demonstrates very limited control of language

Grading Boundaries

A	B	C	D	E



**BERKELEY VALE CAMPUS
ENGLISH ASSESSMENT TASK**

Due Date: Term 2 Week 10

Title: The Hero's Journey- Narrative		Teacher Name:	
Year: 8	Stage: 4	Task Number: 2	Weighting: 25%

Syllabus Outcomes:

EN4-RVL-01- uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction

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

EN4-ECB-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

Task Description:

Part A: The Hero's Journey in Novel

Over the course of this unit you will be completing reading comprehension tasks based on the novel you have studied in class. You will be assessed on your ability to complete these activities.

Part B: Writing a Narrative

As part of your study of the novel you have been learning about how many texts adhere to the codes and conventions of the hero's Journey. Using your own knowledge and understanding of this type of story you are to create your own hero's journey narrative.

You do not have to cover every stage in the journey, you may want to focus on just one section e.g. the first obstacle.

It is important that the piece of writing you submit has been carefully edited and proofread and that you have received feedback. This task is not about quantity, it about the quality and skill of your writing. It should not exceed 800 words.

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:

- type my narrative in 12 point Arial font
- demonstrate my knowledge of the stages of The Hero's Journey
- effectively experiment with language conventions and form appropriate for purpose and audience
- establish and maintain narrative point of view (first, second or third person)
- establish and maintain tense (past or present)

Part B

Grade	Marking Criteria
A	<ul style="list-style-type: none">• crafts a sustained and engaging response that effectively represents a thematic concern• effectively controls structure and form to achieve the purpose of the response• demonstrates effective and consistent control of language to craft a cohesive response
B	<ul style="list-style-type: none">• crafts a response that competently represents a thematic concern• controls structure and form to achieve the purpose of the response• demonstrates consistent control of language to craft a cohesive response
C	<ul style="list-style-type: none">• creates a response that represents a thematic concern• uses structure and form to achieve the purpose of the response• demonstrates control of language to create a response
D	<ul style="list-style-type: none">• creates a response that contains an idea• uses some features of structure and form that have some connection to purpose• demonstrates limited control of language
E	<ul style="list-style-type: none">• attempts to create a response• attempts to use features of structure• demonstrates very limited control of language

Grading Boundaries

A	B	C	D	E

HSIE





BERKELEY VALE CAMPUS
GEOGRAPHY ASSESSMENT TASK

Due Date: Term 1 Week 9

Title: Natural Hazard Research Task		Teacher Name:	
Year: 8	Stage: 4	Task Number: 1	Weighting: 45 %

Syllabus Outcomes:

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

GE4-2 describes processes and influences that form and transform places and environments.

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

GE4-5 discusses management of places and environments for their sustainability.

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:

There will be 2 parts to this assessment task.

PART A: Skills Test - climate graph (20 Marks)

This is an in-class assessment task. You will be required to draw, interpret, and analyse a climatic graph related to data given to you on the day.

PART B: Research Report (20 Marks)

Select **ONE** natural hazard below:

- Tsunami
- Flood
- Hurricane / Typhoon / Cyclone
- Landslides
- Avalanches

Complete the research about your chosen natural hazard. You will be provided questions on Google Classroom that you **MUST** answer. Answers should be well researched and detailed. You will be presenting this information in the style of a report that will be turned in on Google Classroom.

Presentation (5 marks)

You will receive marks for organising your research in a visually pleasing and effective way.

Your report must include:

- images (such as photographs) and statistics (such as a graph or table)
- written information that provides titles and labels for your images and statistics
- at least 1 x A4 page in length

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:

- input the data in the correct place in the climate graph.
- draw a red line graph using an appropriate scale on the right-hand side of the climate graph.
- draw a blue column graph using an appropriate scale on the right-hand side of the climate graph.
- interpret and analyse the graph correctly to complete the sentences on your work sheet.
- strictly follow the instructions for each section
- answer the questions with a high level of detail and accuracy.
- use the language of this unit in your work.

- include a fully annotated bibliography at the end of the booklet.
- use pictures and graphs effectively.
- use the marks as a guide about what to write and how much to write.
- strictly follow the instructions for each section.

Grade	Marking Criteria
<p style="text-align: center;">A 40 - 45</p>	<p>Part A</p> <ul style="list-style-type: none"> • demonstrates extensive skill in completing, interpreting and analysing a climatic graph <p>Part B</p> <ul style="list-style-type: none"> • demonstrates an extensive knowledge and understanding of places and environments, and the geographical processes that form and transform them • demonstrates extensive knowledge and understanding of the interactions and connections between people, places and environments • explains and analyses different perspectives of geographical issues across a range of scales • displays extensive knowledge and understanding of human wellbeing and the management of places and environments for their sustainability in relation to geographical issues across a range of scales • exhibits extensive skills to select and proficiently apply geographical concepts and tools appropriate and relevant to the investigation • displays sophisticated skills to select, acquire and process complex geographical information and uses an extensive range of strategies to communicate effectively
<p style="text-align: center;">B 29 - 39</p>	<p>Part A</p> <ul style="list-style-type: none"> • demonstrates extensive skill in completing, interpreting and analysing a climatic graph <p>Part B</p> <ul style="list-style-type: none"> • demonstrates thorough knowledge and understanding of the interactions and connections between people, places and environments • explains different perspectives of geographical issues across a range of scales • displays thorough knowledge and understanding of human wellbeing and the management of places and environments for their sustainability in relation to geographical issues • exhibits high level skills to select and apply geographical concepts and tools appropriate and relevant to the investigation • displays high level skills to select, acquire, process and communicate complex geographical information using a broad range of strategies
<p style="text-align: center;">C 17 - 28</p>	<p>Part A</p> <ul style="list-style-type: none"> • demonstrates sound skill in completing, interpreting and analysing a climatic graph <p>Part B</p> <ul style="list-style-type: none"> • demonstrates a sound knowledge and understanding of places and environments, and the geographical processes that form and transform them • demonstrates sound knowledge and understanding of the interactions and connections between people, places and environments • describes different perspectives of geographical issues • displays broad knowledge and understanding of human wellbeing and the management of places and environments for their sustainability • exhibits sound skills to select and apply geographical concepts and tools appropriate to the investigation • displays sound skills to select, acquire, process and communicate geographical information using a range of strategies

<p style="text-align: center;">D 6 -16</p>	<p>Part A</p> <ul style="list-style-type: none"> • demonstrates basic skill in completing, interpreting and analysing a climatic graph <p>Part B</p> <ul style="list-style-type: none"> • demonstrates a basic knowledge of places and environments and some understanding of the geographical processes that form and transform them • demonstrates basic knowledge and understanding of the interactions and connections between people, places and environments • outlines different perspectives of geographical issues • displays some knowledge of human wellbeing and the management of places and environments for their sustainability • exhibits some skills to select and apply geographical concepts and tools appropriate to the investigation • displays basic skills to select, acquire, process and communicate geographical information using a range of strategies
<p style="text-align: center;">E 0 - 5</p>	<p>Part A</p> <ul style="list-style-type: none"> • demonstrates elementary skill in completing, interpreting and analysing a climatic graph <p>Part B</p> <ul style="list-style-type: none"> • demonstrates very limited knowledge of places and environments and identifies some geographical processes that form and transform them • demonstrates elementary knowledge and understanding of some interactions and connections between people, places and environments • recognises very limited different perspectives of geographical issues • identifies minimal aspects of human wellbeing and the management of places and environments • exhibits elementary skills to select and apply geographical concepts and tools to the investigation • displays elementary skills to select, acquire, process and communicate geographical information using a limited range of strategies



**BERKELEY VALE CAMPUS
GEOGRAPHY ASSESSMENT TASK**

Due Date: Term 2 Week 2

Title: Yearly Examination		Teacher Name:	
Year: 8	Stage: 4	Task Number: 2	Weighting: 45%

Syllabus Outcomes:

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

GE4-2 describes processes and influences that form and transform places and environments

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

GE4-4 examines perspectives of people and organisations on a range of geographical issues

GE4-5 discusses management of places and environments for their sustainability

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:

The Yearly Examination will assess your knowledge and understanding of the topic 'Water in the World' and 'Interconnections'. It will also assess your geographic and reading skills.

The examination has two sections:

Section 1 Multiple choice

Section 2 Short answer questions

Assessment Task Support Information:

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

To do well in this assessment task I must:

- **have the equipment required to complete this task:** A red pen, a blue pen, a blue pencil, a lead pencil, a ruler and calculator
- apply my knowledge and understanding of the geographic issues covered in class
- effectively apply the geographic skills learnt in class
- write with sophistication, accuracy, detail and make effective use of key geographic terms

Grade	Marking Criteria
A	<ul style="list-style-type: none">• Section 1 correct answers in the Multiple choice section• Section 2 short answers that are extensively detailed and answer the question
B	<ul style="list-style-type: none">• Section 1 mostly correct answers in the Multiple choice section• Section 2 short answers that are thoroughly detailed and answer the question
C	<ul style="list-style-type: none">• Section 1 some correct answers in the Multiple choice section• Section 2 short answers that have sound detail and answer the question
D	<ul style="list-style-type: none">• Section 1 may have satisfactory answers in the Multiple choice section• Section 2 short answers that have basic detail and may answer the question
E	<ul style="list-style-type: none">• Section 1 may have very limited correct answers in the Multiple choice section• Section 2 short answers that have elementary detail and may answer the question



BERKELEY VALE CAMPUS GEOGRAPHY ASSESSMENT TASK

Due Date: Term 2 Week 6

Title: Portfolio of Work		Teacher Name:	
Year: 8	Stage: 4	Task Number: 3	Weighting: 10%

Syllabus Outcomes:

GE4-8 communicates geographical information using a variety of strategies

Task Description:

This is the portfolio of work that you have produced in Term 1. It is made up of your bookwork and any booklets that you have completed. You are required to hand these to your teacher for marking on the due date.

In this task we are assessing that you have evidence concepts mentioned in the syllabus outcome above that are related to this topic, and that there is evidence of diligence and sustained effort.

To do this you need to:

- have a learning intention and a date recorded at the top of your notes for every lesson
- evidence you have completed the work for every lesson to the standards required by the teacher
- rule margins and ensure bookwork is neat and organized in the correct sequence
- glue all work sheets in

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, ruler, calculator
- regular class attendance and be on time to class
- complete your class bookwork
- apply my knowledge and understanding of the geographic issues covered in class
- effectively apply the geographic skills learnt in class
- write with sophistication, accuracy, detail and make effective use of key geographic terms

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • books and booklets have class bookwork completed to an excellent standard. <p>As a guide:</p> <ul style="list-style-type: none"> • answers are extensively detailed in full sentences and paragraphs • bookwork follows the order it was presented • all pages are ruled and dated • excellent grammar, spelling and punctuation
B	<ul style="list-style-type: none"> • books and booklets have class Bookwork completed to a thorough standard. <p>As a guide:</p> <ul style="list-style-type: none"> • answers are thoroughly detailed in full sentences and paragraphs • bookwork mostly follows the order it was presented • most pages are ruled and dated • thorough grammar, spelling and punctuation
C	<ul style="list-style-type: none"> • books and booklets have class Bookwork completed to a sound standard. <p>As a guide:</p> <ul style="list-style-type: none"> • answers are credibly detailed with mostly full sentences and paragraphs • bookwork generally follows the order it was presented • some pages are ruled and dated • sound grammar, spelling and punctuation
D	<ul style="list-style-type: none"> • books and booklets have class Bookwork completed to a basic standard. <p>As a guide:</p> <ul style="list-style-type: none"> • answers have basic detail with some full sentences and paragraphs • bookwork sporadically follows the order it was presented • less than half the pages are ruled and dated • basic grammar, spelling and punctuation
E	<ul style="list-style-type: none"> • books and booklets have class Bookwork completed to an elementary standard. <p>As a guide:</p> <ul style="list-style-type: none"> • answers are incomplete with little detail in the answers completed. • bookwork does not have any correlation with the order it was presented • little to no pages are ruled and dated • elementary grammar, spelling and punctuation

MATHEMATICS





BERKELEY VALE CAMPUS
MATHEMATICS ASSESSMENT TASK

Due Date: Term 1 Week 11

Title: Algebra Techniques and Pythagoras' Theorem		Teacher Name:	
Year: 8	Stage: 4	Task Number: 1	Weighting: 30%

Syllabus Outcomes:

MA4-8NA generalises number properties to operate with algebraic expressions

MA4-16MG applies Pythagoras' Theorem to calculate side lengths in right angled triangles, and solve related problems

Task Description:

This will be an in-class examination.

You will be required to demonstrate your ability to work with algebraic expressions and Pythagoras' Theorem.

You will need to manipulate and simplify algebraic expressions including:

- recognising like terms
- adding and subtracting
- multiplying and dividing
- expanding and factorising

You will need to solve problems involving Pythagoras' Theorem including:

- calculating the side lengths of right angled triangles
- solving real world problems

Websites that can assist you include:

- MathsOnline
- Khan Academy

Assessment Task Support Information:

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

To do well in this assessment task I must:

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



BERKELEY VALE CAMPUS
MATHEMATICS ASSESSMENT TASK

Due Date: Term 2 Week 10

Title: Length, Area and Volume		Teacher Name:	
Year: 8	Stage: 4	Task Number: 2	Weighting: 20%

Syllabus Outcomes:

MA4-12MG calculates the perimeter of planes shapes

MA4-13MG uses formulas to calculate areas of quadrilaterals and triangles and converts between units of area

MA4-14MG uses formulas to calculate the volumes of prisms and converts between units of volume

Task Description:

This will be a take home assessment task

You will be required to create a Measurement poster that includes content from the Year 8 Length, Area, and Volume unit. The poster is to be presented on a double sided (A4) piece of cardboard. It is to be legible, colourful and creative.

Marks awarded for:

- presentation and legibility
- area formulas with accurate diagrams
- labelling and drawing all parts of a circle
- all conversions- including length, area, volume and capacity.
- an example of:
 - one conversion
 - calculating the area of a chosen 2D shape
 - calculating the volume of a chosen 3D shape

Websites that can assist you include:

- MathsOnline
- Khan Academy

Assessment Task Support Information:

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

To do well in this assessment task I must:

- **have the equipment required to complete this task:** pen, pencil, ruler, colours, cardboard
- complete all classwork and homework
- understand all terminology

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • all examples have no mathematical errors and formulas are provided • all conversion charts are present • very legible with excellent presentation • all diagrams are accurate and ruled
B	<ul style="list-style-type: none"> • examples have limited mathematical errors and formulas are provided • conversion charts are present • legible with organised presentation • all diagrams are accurate
C	<ul style="list-style-type: none"> • examples have some mathematical errors and some formulas are provided • some conversion charts are present • legible with satisfactory presentation • most diagrams are accurate
D	<ul style="list-style-type: none"> • examples have some mathematical errors and formulas are missing • minimal conversion charts present and/or have errors • mostly legible with basic presentation • diagrams have errors
E	<ul style="list-style-type: none"> • examples have multiple mathematical errors and formulas are missing • no conversion charts present • not legible with elementary presentation • little to no diagrams present with multiple errors

PDHPE





**BERKELEY VALE CAMPUS
PDHPE ASSESSMENT TASK**

Due Date: Term 1 Week 8

Title: Minimising Risk		Teacher Name:	
Year: 8	Stage: 4	Task Number: 1	Weighting: 25%

Syllabus Outcomes:

PD4-2 examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others

PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity

PD4-7 investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities

Task Description:

This task will require you to create an information campaign (brochure, one pager, video, audio recording, information flyer, etc.) educating young people on the effects of alcohol.

The information campaign will need to include the following information:

- what is alcohol? What classification does it fit in?
- Identify 2 current statistics or facts about alcohol and young people
- identify how alcohol affects the human body by outlining 4 long term and 4 short term effects
- outline 2 or more reasons why alcohol is particularly harmful to young people
- what is binge drinking? Consider both male and female recommendation
- list 4 reasons why young people drink alcohol and 4 reasons why people choose to avoid it
- communicate 5 strategies that young people can use to keep safe if they are going to a party where people may be drinking
- create a resources section where young people can find out more information or go to for help. You need to list 3 resources and outline what each resource can offer
- information campaign is engaging and creative

You will be given 1 period in class to work on the task. The rest of the task is to be completed at home and submitted by the due date. You will lose 20% of your total mark per day for late submissions.

Task needs to be submitted via Google Classroom by Midnight Friday of Week 8.

Websites that can assist you include:

- <https://drinkwise.org.au/>
- <https://www.betterhealth.vic.gov.au/health/healthyliving/alcohol-teenagers>
- <https://adf.org.au/drug-facts/alcohol/>
- <https://www.health.gov.au/health-topics/alcohol>

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:** electronic device, internet research and theory book
- put all information in my own words

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • presents a very high quality information campaign • correctly classifies and explains what alcohol is • extensively outlines the effects of alcohol • includes at least two relevant statistics related to alcohol and young people • defines binge drinking and correctly states the relevant number of drinks for males & females • lists four factors that influence young people to drink alcohol & four reasons people avoid it • communicates five detailed strategies on how young people can remain safe at a party • creates a comprehensive resource section where young people can find out more information about alcohol • submits a creative and engaging campaign aimed at young people
B	<ul style="list-style-type: none"> • presents a high quality information campaign • correctly classifies and explains what alcohol is • thoroughly outlines the effects of alcohol • includes at least two statistics related to alcohol • defines binge drinking, with examples • lists three factors that influence young people to drink alcohol & three reasons people avoid it • communicates four detailed strategies on how young people can remain safe at a party • creates a resource section with at least 3 relevant resources young people can access find out more information about alcohol • submits a creative and engaging campaign
C	<ul style="list-style-type: none"> • presents a sound information campaign • attempts to define alcohol • lists some long and short term effects of alcohol • includes at one statistic related to alcohol • mentions binge drinking • lists some factors that influence young people to drink alcohol & some reasons to not drink • communicates some appropriate strategies on how young people can remain safe at a party • creates a resource section with at two resources young people can access find out more information about alcohol • presents a campaign that is relevant and creative
D	<ul style="list-style-type: none"> • presents a basic campaign • correctly identifies which category alcohol fits into • lists at least two effects of alcohol • includes one statistic related to alcohol • lists at least two factors that influence young people to drink alcohol or reasons to avoid alcohol • communicates at least two strategies on how young people can remain safe at a party • creates a basic resource section with at least one resource young people can access find out more information about alcohol • incorporates an image
E	<ul style="list-style-type: none"> • presents a handout • lists one or no effects of alcohol and does not identify which classification it belongs to • includes at least one statistic related to alcohol • provides no statistics related to alcohol and young people • binge drinking not mentioned • communicates very limited or no strategies on how young people can remain safe at a party • creates an elementary resource section • made a poor attempt to complete task



**BERKELEY VALE CAMPUS
PDHPE ASSESSMENT TASK**

Due Date: Term 1 Week 10

Title: Invasion Games		Teacher Name:	
Year: 8	Stage: 4	Task Number: 2	Weighting: 25%

Syllabus Outcomes:

PD4-4 refines, applies and transfers movement skills in a variety of dynamic physical activity contexts

PD4-8 plans for and participates in activities that encourage health and a lifetime of physical activity

Task Description:

You will be assessed on your ability in the following foundational soccer skills:

- passing
- trapping
- dribbling
- positioning
- shooting

You will have the opportunity to practise and refine these skills in a range of teaching and learning activities, including modified games. You will be assessed on these skills during modified games, skills/drills and during a game of soccer.

You will be assessed on your ability to:

- display knowledge and understanding of the skills required to play soccer
- refine and transfer movement skills in a variety of dynamic physical activity contexts
- work collaboratively and respectfully as part of a team
- communicate effectively with your team

Websites that can assist you include:

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

This assessment will be conducted by the teacher throughout the unit and will conclude at the end of the unit.

You will receive written feedback from the teacher on the Marking Criteria Sheet.

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 equipment required to complete this task:** correct PE uniform (sports shorts, sport shirt and joggers)
- participate in every lesson
- refine and transfer movement skills and game play
- promote inclusion during physical activity
- interact respectfully with others

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • always participates to the best of their ability in all activities • refines movement skills throughout the term • displays an extensive range of movements in a variety of dynamic physical activity contexts • always interacts and communicates respectfully with others • always promotes inclusion during practical lessons • demonstrates an extensive knowledge and understanding of the skills required to play soccer • always work collaboratively as part of a team
B	<ul style="list-style-type: none"> • usually participates to the best of their ability in all activities • refines movement skills throughout the term • displays a thorough range of movement skills in a variety of dynamic physical activity contexts • interacts and communicates respectfully with others • usually promotes inclusion during practical lessons • demonstrates a thorough knowledge and understanding of the skills required to play soccer • always work collaboratively as part of a team
C	<ul style="list-style-type: none"> • usually participates in all activities • practiced movement skills throughout the term • displays a sound range of movement skills in a variety of dynamic physical activity contexts • sometimes interacts respectfully with others • attempted to promote inclusion during practical lessons • demonstrates an adequate knowledge and understanding of the skills required to play soccer • can work collaboratively as part of a team
D	<ul style="list-style-type: none"> • sometimes participates to the best of their ability in most activities • attempted to refine movement skills throughout the term • displays a basic range of movement skills in a variety of dynamic physical activity contexts • interacts with others • attempted to promote inclusion during practical lessons • demonstrates a basic knowledge and understanding of the skills required to play soccer • works adequately as part of a team
E	<ul style="list-style-type: none"> • rarely participates to the best of their ability • struggled to refine movement skills throughout the term • displays a very limited range of movement skills in a variety of dynamic physical activity contexts • rarely interacts respectfully with others • demonstrates very limited knowledge and understanding of the skills required to play soccer • rarely works collaboratively as part of a team

SCIENCE





**BERKELEY VALE CAMPUS
SCIENCE ASSESSMENT TASK**

Due Date: Term 1 Week 6

Title: Collaborative Depth Study		Teacher Name:	
Year: 8	Stage: 4	Task Number: 1	Weighting: 25%

Syllabus Outcomes:

- SC4-4WS** identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
- SC4-5WS** collaboratively and individually produces a plan to investigate questions and problems
- SC4- 6WS** follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
- SC4-9WS** presents ideas, findings and information to a given audience using appropriate scientific language, text types and representations

Task Description:

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

In this task you will develop a plan for your experiment, you will have 2 lessons to develop your plan. This will be submitted to your teacher in Week 4 for feedback. You will then have until Week 6 to conduct your experiment and complete the report. You will be given 4 lessons in class to work on your experiment and individually write your report. The rest of the work must be completed in your own time.

Your group project may involve:

- designing an experiment to test an idea of your own.
- designing an experiment to test a device
- designing an experiment to test a claim

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

- selecting a problem to investigate
- researching background information on the problem
- develop a plan for your investigation
- conduct the experiment by repeating and averaging results and developing graphs and tables
- compile a formal report where you analyse and discuss your results and form a conclusion
- listing of references used during your research

A list of suggested activities is provided below. Marking guidelines will be provided as is a Scaffolded Scientific Report to be used as a guide on how to set out your report.

Suggested Activities

- crystals dissolve faster in hot water
- a tennis ball will bounce higher than a golf ball
- cotton thread is stronger than polyester thread
- the amount of salt in water determines how fast it will reach 90°C
- Sorbent paper towels hold more water than a cheaper brand of paper towel
- a paper aeroplane with a shorter wingspan will fly further than a paper aeroplane with a longer wingspan
- a warm tennis ball will bounce higher than a cold tennis ball

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:

- work collaboratively with my group members
- conduct effective research using reliable sources
- plan and draft before final submission

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • identifies and proposes valid scientific hypotheses, asks questions and makes evidence based predictions • creates, plans and organises appropriate, risk-assessed, safe, and ethical first-hand scientific investigations both individually and collaboratively • uses critical thinking skills to evaluate trends, patterns and relationships to draw evidence-based scientific conclusions • effectively gathers, selects, organises and processes first-hand and secondary sourced data and information to evaluate issues and inform creative solutions using appropriate digital technologies • communicates comprehensive understanding of scientific ideas, and related evidence for a particular purpose and audience using scientific units, language conventions and text types
B	<ul style="list-style-type: none"> • identifies and proposes coherent hypotheses, asks questions and makes logical predictions • plans and organises appropriate, risk-assessed, safe, and ethical first-hand scientific investigations • uses critical thinking skills to explain trends, patterns and relationships to draw scientific conclusions • systematically gathers, selects, organises and processes first-hand and secondary sourced data and information to explain issues and inform problem-solving using appropriate digital technologies • communicates well-developed understanding of scientific ideas to an audience using scientific units and language conventions
C	<ul style="list-style-type: none"> • identifies and proposes related hypotheses, asks questions and make predictions • plans and performs safe, ethical first-hand scientific investigations • explains trends, patterns and relationships to draw scientific conclusions • gathers and selects first-hand and secondary sourced data and information to identify issues and participate in problem-solving using appropriate digital technologies • communicates sound understanding of scientific ideas to an audience
D	<ul style="list-style-type: none"> • asks questions and makes some predictions • performs safe, ethical first-hand scientific investigations • describes trends, patterns and draws some conclusions • uses first-hand and secondary sourced data and information, and appropriate digital technologies, to assist in the problem-solving process communicates basic scientific understanding to an audience
E	<ul style="list-style-type: none"> • asks questions and attempts prediction • performs safe, ethical first-hand scientific investigations with guidance • recounts conclusions • uses information provided and, with assistance, participates in problem-solving activities • with guidance, communicates elementary scientific information to an audience



**BERKELEY VALE CAMPUS
SCIENCE ASSESSMENT TASK**

Due Date: Term 2 Week 2

Title: Ecology Task		Teacher Name:	
Year: 8	Stage: 4	Task Number: 2	Weighting: 25%

Syllabus Outcomes:

- SC4-9WS** presents ideas, findings and information to a given audience using appropriate scientific language, text types and representations
- SC4-14LW** analyses interactions between components and processes within biological systems
- SC4-15LW** explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society

Task Description:

You will have one week to work on a plan for this task. After that time, you must bring the plan to school where it will be assessed by one of your peers. The plan is worth 5% of the overall mark.

You will then have two more weeks to complete the task based on the feedback you receive. It will be reassessed by your classroom teacher using the marking criteria provided. The final is worth 95% of the overall mark.

Part 1

You will be provided with a food web from one of the many Australian ecosystems such as; a rock platform, rainforest, grassland, desert or coral reef.

From the food web you choose, you will need to complete the following tasks.

Tick when completed

- label each organism as either a producer, carnivore, omnivore, herbivore or decomposer
- write out one food chain that is also located in the food web you constructed

Part 2

Using your food web as the example, complete the following tasks.

Tick when completed.

- identify competition between 2 carnivores (name the carnivores and its prey)
- identify competition between 2 herbivores (name the herbivores and their common food source)
- identify a predator and its prey

Tick when completed.

- describe what would happen to the ecosystem if all the carnivores disappeared
- discuss what would happen if a new species was introduced to the ecosystem

Part 3

A number of years ago DDT was used to kill insect pests. Identify and outline the following:

Tick when completed

- describe why DDT is a problem for consumers higher up the food chain?
- discuss how DDT can get into aquatic environments such as lakes and oceans?

Part 4

You will peer-assess another student's assessment task as a draft. You will be given a marking criteria to follow and must provide feedback in the form of a PMI table (shown on next page).

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:

- provide feedback to a classmate
- utilise my classmate's feedback to improve my final product
- conduct effective research using reliable sources
- plan and draft before final submission

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

TECHNOLOGY MANDATORY





**BERKELEY VALE CAMPUS
TECHNOLOGY MANDATORY
ASSESSMENT TASK**

Due Date: Term Week

Title: Fantastic Food		Teacher Name:	
Year: 8	Stage: 4	Task Number:	Weighting: 34%

Syllabus Outcomes:

TE4-2DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects.

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

TE4-6FO explains how the characteristics and properties of food determine preparation techniques for healthy

Task Description:

There are two components to this task.

Part One Theory

You will be required to work through 3 activities either through the scaffold provided by your teacher, or online through Google Classroom. You will be required to:

- determine the food groups serve sizes for a variety of meals using the Australian Guide to Healthy Eating Guidelines
- produce a flowchart describing the farm to table process for a specified food product.
- analyse an unhealthy recipe by identifying unhealthy items and making suggestions for healthy alternatives

Part Two Practical

- You will be assessed on the practical abilities over the term and receive a cumulative practical mark.

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.**
- complete the assessment task on time
- write all research in my own words
- ensure my research poster is visually appealing

Grade	Marking Criteria
A	<ul style="list-style-type: none"> • exceptional understanding of food group serve sizes, and the concept of nutritional balance. • exceptional understanding of how food is produced in Australia from Farm to Table. • demonstrated extensive practical abilities
B	<ul style="list-style-type: none"> • thorough understanding of food group serve sizes, and the concept of nutritional balance. • thorough understanding how food is produced in Australia from Farm to Table. • demonstrated well developed practical abilities
C	<ul style="list-style-type: none"> • sound understanding of food group serve sizes, and the concept of nutritional balance. • sound understanding of how food is produced in Australia from Farm to Table. • demonstrated competent practical abilities
D	<ul style="list-style-type: none"> • basic understanding of food group serve sizes, and the concept of nutritional balance. • basic understanding of how food is produced in Australia from Farm to Table. • demonstrated basic practical abilities
E	<ul style="list-style-type: none"> • very limited understanding of food group serve sizes, and the concept of nutritional balance. • very limited understanding of how food is produced in Australia from Farm to Table. • demonstrated elementary practical abilities



**BERKELEY VALE CAMPUS
TECHNOLOGY MANDATORY
ASSESSMENT TASK**

Due Date: Term Week

Title: Forging Ahead		Teacher Name:	
Year: 8	Stage: 4	Task Number: 2	Weighting: 33%

Syllabus Outcomes:

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

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

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 you will be guided through a number of processes to develop and produce a product for a specific purpose made from mild steel and timber.

You will be marked specifically on your ability to:

- complete specified training sessions from the OnGuard Training Portal
- identify risk factors and implement appropriate safety control measures
- identify a number of tools and justify why they are used within a metal context
- generate and understand the use of particular design ideas
- understand the characteristics and properties of the material used
- implement project management techniques

Extension:

Explain the process of steel manufacture and discuss the environmental impacts of this.

Investigate the process of blacksmithing and describe how this is performed.

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:

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

Grade	Marking Criteria
A	<ul style="list-style-type: none"> ● extensive knowledge and understanding of the appropriate tools, equipment, materials, techniques and processes used to develop practical projects ● independently applies risk management techniques to minimize hazards in the workshop ● completes all OnGuard safety training courses ● independently develops a prototype for their metal sign design ● completes surface preparation of mild steel for painting and finishes to a very high standard
B	<ul style="list-style-type: none"> ● thorough knowledge and understanding of the appropriate tools, equipment, materials, techniques and processes used to develop practical projects ● independently applies risk management techniques to minimize hazards in the workshop ● completes all OnGuard safety training courses ● independently develops a prototype for their metal sign design ● completes surface preparation of mild steel for painting and finishes to a high standard
C	<ul style="list-style-type: none"> ● sound knowledge and understanding of the appropriate tools, equipment, materials, techniques and processes used to develop practical projects ● with some assistance applies risk management techniques to minimize hazards in the workshop ● completes most OnGuard safety training courses with some assistance ● with assistance develops a prototype for their metal sign design ● completes surface preparation of mild steel for painting and finishes to a satisfactory standard
D	<ul style="list-style-type: none"> ● basic knowledge and understanding of the appropriate tools, equipment, materials, techniques and processes used to develop practical projects ● struggles to identify risk management techniques in order to minimize hazards in the workshop ● does not complete all required OnGuard safety training courses ● with assistance develops a prototype for their metal sign design ● completes surface preparation of mild steel for painting and finishes to a basic standard
E	<ul style="list-style-type: none"> ● very limited knowledge and understanding of the appropriate tools, equipment, materials, techniques and processes used to develop practical projects ● unable to identify risk management techniques in order to minimize hazards in the workshop ● does not complete all required OnGuard safety training courses ● with assistance develops an unfinished prototype for their metal sign design ● does not complete surface preparation of mild steel for painting



**BERKELEY VALE CAMPUS
TECHNOLOGY MANDATORY
ASSESSMENT TASK**

Due Date: Term Week

Title: Engineering Our World		Teacher Name:	
Year: 8	Stage: 4	Task Number:	Weighting: 33%

Syllabus Outcomes:

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

TE4-8EN explains how force, motion and energy are used in engineered systems

TE4-10TS explains how people in technology related professions contribute to society now and into the future

Task Description:

This task 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 produce and submit a Design and Production Folio to demonstrate your ability to plan and manage the production of your chosen design solution.

You will be marked specifically on your ability to:

- design and communicate responses to the design brief, including draft ideas and final design ideas
- plan and manage the production of designed solution including production log
- research into several Engineering disciplines

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
- ensure Design and Production Folio is completed to high standard
- participate in all classroom learning activities

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 • production log is completed to an outstanding standard and has frequent entries • engineering disciplines are extensively researched
B	<ul style="list-style-type: none"> • thorough, unique and creative illustration and description of design ideas including sketching, colour and labelling • production log is completed to a high standard and has frequent entries • engineering disciplines are thoroughly researched
C	<ul style="list-style-type: none"> • sound illustrations and description of design ideas including sketching • production log is completed to a sound standard • engineering discipline research is completed and is satisfactory
D	<ul style="list-style-type: none"> • basic illustration and description of design ideas • production log is completed to a basic standard, with some entries • engineering discipline research task is completed to a basic standard
E	<ul style="list-style-type: none"> • elementary illustration and description of design ideas • production log is completed to a very limited standard • engineering discipline task is incomplete/researched to a very limited standard



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

