

BERKELEY VALE CAMPUS  
ASSESSMENT BOOK  
RoSA Year 10 2024

to the stars







## YEAR 10 ASSESSMENT

### POLICY INTRODUCTION

This Assessment Schedule Booklet is designed to give students and parents a guideline as to approximate due dates, assessment task content and task type throughout Semester 1.

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

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

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

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

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

At Berkeley Vale Campus we believe in and adhere to the 'Principles of Assessment'.

These are that assessment should be:

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

## **RECORD OF SCHOOL ACHIEVEMENT (RoSA)**

The Record of School Achievement (RoSA) is a cumulative credential for students who leave school before completing their Higher School Certificate.

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

## **MINIMUM REQUIREMENTS FOR THE YEAR 10 RoSA**

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

- a) Satisfactory completion of Syllabus Years 7 to 10 in:
  - English
  - Mathematics
  - Science
  - Human Society and its Environment
  - Personal Development, Health and Physical Education
  
- b) Students must have met NESA's Syllabus requirements (at some time over their studies in Years 7 to 10) for:
  - Language other than English
  - Visual Arts
  - Music
  - Technological and Applied Studies

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

## **WARNING**

Failure to satisfactorily complete a course outlined in (a) and (b) above will mean that a student has failed to meet the minimum requirements for the award of a RoSA and a certificate WILL NOT be issued by NESA.

## **ATTENDANCE REQUIREMENTS**

Students must complete the campus attendance requirements until the end of the Year 10 school year. Students are not permitted to leave school prior to the end of Year 10 unless they are entering an alternative educational pathway (for example, apprenticeship or traineeship). Year 10 completion date to be advised.

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

## **SATISFACTORY COMPLETION OF A COURSE**

Course completion criteria:

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

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

A student who does not satisfactorily complete a course may receive an 'N' determination.

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

If a student's attendance falls below 85% of the school's programmed lesson time for a course, the Principal may determine that, as a result of absence, the above course completion criteria may not be met. Clearly, absences will be regarded seriously by the Principal, who will give students early warning of the consequences of absences.

If, at any time, it appears that a student is at risk of receiving an 'N' determination in any course, the student will be warned and their parents/guardian advised in writing. This warning will be given in time for the problem to be corrected.

Students who have not complied with the above requirements in both Year 9 and Year 10 cannot be regarded as having satisfactorily completed the course. The Principal will then apply the 'N' determination. The school will enter an 'N' on the Grading Recommendation Schedule. Where the 'N' determination is applied, it will appear on the student's RoSA depending upon the course. It may also mean that the student has not satisfactorily completed the minimum pattern of courses required for the RoSA credential in that year.

## **APPEALS AGAINST 'N' DETERMINATION**

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

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

## **SCHOOL BASED ASSESSMENT**

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

## PERFORMANCE DESCRIPTORS

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

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

### GENERAL PERFORMANCE DESCRIPTORS

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

GRADE	GENERAL PERFORMANCE DESCRIPTORS
A Outstanding	<ul style="list-style-type: none"><li>• has an extensive knowledge and understanding of the content and can readily apply this knowledge</li><li>• has achieved a very high level of competence in the processes and skills and can apply these skills to new situations</li></ul>
B High	<ul style="list-style-type: none"><li>• has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills</li><li>• is able to apply this knowledge and these skills to most situations</li></ul>
C Sound	<ul style="list-style-type: none"><li>• has a sound knowledge and understanding of the main areas of content</li><li>• has achieved an adequate level of competence in the processes and skills</li></ul>
D Basic	<ul style="list-style-type: none"><li>• has a basic knowledge and understanding of the content</li><li>• has achieved a limited level of competence in the processes and skills</li></ul>
E Very Limited	<ul style="list-style-type: none"><li>• has an elementary knowledge and understanding in few areas of the content</li><li>• has achieved very limited competence in some of the processes and skills</li></ul>
N Determination	<p>Where 'N' appears in place of an A to E grade opposite a course, the student has failed to meet one or more of the following requirements:</p> <ol style="list-style-type: none"><li>a) followed the course developed by the Board of Studies</li><li>b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school</li><li>c) achieve some or all of the course outcomes</li></ol>

## ADVICE TO YEAR 10 PARENTS AND STUDENTS REGARDING ASSESSMENT TASKS

The follow advice is given regarding ALL assessment tasks:

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

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

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

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

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

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

## **CAMPUS RESPONSIBILITIES**

### **The Campus is responsible for:**

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

## **COURSE ASSESSMENT TASKS**

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

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

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



## FACULTY RESPONSIBILITIES

### Faculties and Head Teachers are responsible for:

- developing assessment tasks that reflect Quality Assessment practices and best practice in the Quality Teaching and Learning Framework
- ensuring that students are aware of course Performance Descriptors
- developing an assessment schedule that indicates the nature and approximate timing of the task
- providing a minimum 2 weeks written notice of each task ensuring that the following are included:
  - date set/date due of task
  - outcomes to be assessed along with an explanation of these outcomes
  - clear description of the task is provided
  - task is valid and reliable
  - clear instructions with a model of the task where appropriate
  - appropriate level of language is used
  - the task is of an appropriate length
  - the task reflects a varying degree of difficulty
  - clear marking guidelines are included
  - provision for meaningful feedback is provided
- developing a system of recording acceptance and receipt of tasks
- discussing variations to the assessment schedule with the Deputy Principal responsible for Year 10
- preparing “N” award warning letters to parents for students who have not attempted tasks and record on Sentral
- interviewing students who are in danger of an “N” award determination to develop an improvement program
- providing names to the Deputy Principal to interview the students who are not meeting the improvement program requirements
- recording all marks on school electronic Sentral Markbook system. Both electronic and paper copies are required for security purposes and paper copies filed into teacher folders
- providing a grade per student in each course that reflects the performance descriptors

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

## RESPONSIBILITIES OF STAGE 5 STUDENTS

Students in Stage 5 ( years 9 and 10 ) are responsible for:

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

## RoSA EXAMPLES

**RECORD OF SCHOOL ACHIEVEMENT**

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


**STAGE 5 COURSES**

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

(see reverse)

Student Number: 123456789

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

  
President

**RECORD OF SCHOOL ACHIEVEMENT**

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

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

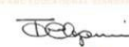
**Board Developed Courses**

2013	English (Standard) (2 Unit)	
	Mathematics (2 Unit)	
	Biology (2 Unit)	
	Industrial Technology (2 Unit)	
	Personal Development, Health and P.E. (2 Unit)	
	Metal and Engineering (2 Unit)	Refer to Vocational documentation

Page 1 of 2

Student Number: 230299553

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

  
President

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

**Assessments at a glance - Planning Grid – Term 1**

Faculty / Week	1	2	3	4	5	6	7	8	9	10	11
<b>CAPA</b> (Includes Music, Photography and Digital Media and Visual Arts)							(VISUAL ARTS)	(PDM)			
<b>ENGLISH</b>										✓	
<b>HSIE</b>									✓		
<b>COMMERCE</b>									✓		
<b>MATHEMATICS</b>											
<b>PDHPE</b> (Includes Child Studies and PASS)						(PASS)			✓ (CHILD)	✓	
<b>SCIENCE</b> (Includes Marine Studies)				(MARINE)			✓				(MARINE)
<b>TAS</b> (Includes Agricultural Technology, IT Building, IT Metal, IT Timber, Food Technology, Textiles Technology)			(IT METAL)			(IT TIMBER)			(FOOD)		

**Assessments at a glance - Planning Grid – Term 2**

Faculty / Week	1	2	3	4	5	6	7	8	9	10
<b>CAPA</b> (Includes Music, Photography and Digital Media and Visual Arts)		(PDM)		(MUSIC)						
<b>ENGLISH</b>										✓
<b>HSIE</b>			✓							
<b>COMMERCE</b>									✓	
<b>MATHEMATICS</b>		✓								✓
<b>PDHPE</b> (Includes Child Studies and PASS)									✓ (CHILD)	(PASS)
<b>SCIENCE</b> (Includes Marine Studies)	✓									
<b>TAS</b> (Includes Agricultural Technology, IT Building, IT Metal, IT Timber, Food Technology, Textiles Technology)				(IT METAL) (IT TIMBER)				(FOOD)		(IT BUILDING)

# CAPA

Includes:

Music

Photography and Digital Media

Visual Arts





## BERKELEY VALE CAMPUS MUSIC ASSESSMENT TASK

Due Date: Term 2 Week 4

<b>Title:</b> Portfolio		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 30%

### Syllabus Outcomes:

- 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 5.5 notates own compositions, applying forms of notation appropriate to music selected for study
- 5.9 demonstrates an understanding of music literacy through the appropriate application of notation, terminology and the interpretation and analysis of scores used in the music selected for study

### Task Description:

Students will complete and submit a portfolio of work.

The portfolio **MUST** include the following:

- **Song analysis** - 15 marks

Complete an aural analysis of a rock song of your choice using the form on Google Classroom.

- **Rock Music Performance** – 20 marks

Perform a rock song of your choice either as a group or individually.

Performance must be a minimum of 2 minutes.

- **Rock Music Composition** – 15 marks

Compose a 4-bar chord progression and melody using traditional notation.

The composition can be in a major or minor key.

### Assessment Task Support Information:

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

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

### To do well in this assessment task I must:

- work consistently in class and complete all work
- ensure all components of the portfolio are completed
- seek regular feedback from my teacher

Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• composition demonstrates very high level skills in organising ideas into musical structures and understanding of how the concepts of music</li> <li>• performance demonstrates an exceptional understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance</li> <li>• analysis demonstrates an outstanding understanding of musical literacy by discussing concepts of music correctly and in detail</li> </ul>
B	<ul style="list-style-type: none"> <li>• composition demonstrates high-level skills in organising ideas into musical structures and understanding of how the concepts of music</li> <li>• performance demonstrates a proficient understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance</li> <li>• analysis demonstrates a thorough understanding of musical literacy by discussing concepts of music correctly and in detail</li> </ul>
C	<ul style="list-style-type: none"> <li>• composition demonstrates sound skills in organising ideas into musical structures and understanding of how the concepts of music</li> <li>• performance demonstrates a satisfactory understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance</li> <li>• analysis demonstrates a sound understanding of musical literacy by discussing concepts of music correctly</li> </ul>
D	<ul style="list-style-type: none"> <li>• composition demonstrates basic skills in organising ideas into musical structures and understanding of how the concepts of music</li> <li>• performance demonstrates a basic understanding of solo/ensemble techniques including basic understanding of the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance</li> <li>• analysis demonstrates a basic understanding of musical literacy by discussing concepts of music, however, these are not applied correctly</li> </ul>
E	<ul style="list-style-type: none"> <li>• composition demonstrates very limited skills in organising ideas into musical structures and understanding of how the concepts of music</li> <li>• performance demonstrates a very limited understanding of solo/ensemble techniques</li> <li>• analysis demonstrates a very limited understanding of musical literacy by not discussing the concepts of music</li> </ul>



**BERKELEY VALE CAMPUS**  
**PHOTOGRAPHY AND DIGITAL MEDIA**  
**ASSESSMENT TASK**

**Due Date:** Term 1 Week 8

<b>Title:</b> Photographer Case Study		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 30%

**Syllabus Outcomes:**

**5.7** applies their understanding of aspects of practice to critically and historically interpret photographic and digital works

**5.8** uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works

**Task Description:**

You are to complete a Case Study on an Australian Photographer. Choose from ONE of the following Photographers: Tracey Moffat, Julie Rrap, Wolfgang Sievers or David Moore.

Remember to use both Art and Photography reference books and/or websites to find your information. Use the Conceptual Framework to investigate the photographer and two selected artworks.

You must include the following information:

- artist - include biographical information about the photographer
- artwork - select TWO artworks and analyse style, composition and subject matter
- world - research the influence that the world at the time had on the making and reception of the photograph
- audience - how were the photographs received by the audience? Who views their work?

**Assessment Task Support Information:**

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

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

**To do well in this assessment task I must:**

- answer all sections using appropriate terminology and following the Case Study scaffold given
- demonstrate understanding of the relationship between artist, artwork, world and audience
- hand in via the due date on the Year 10 photography Google classroom



Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• one Australian photographer has been researched to an extensive level</li> <li>• a variety of sources used and answered all questions in a highly detailed manner and showed a deep understanding of the content</li> <li>• responses to the photographer's work indicated a sophisticated understanding of the intention of their work in relation to the Conceptual Framework</li> <li>• two examples of the photographer's work have been included and labelled appropriately</li> </ul>
B	<ul style="list-style-type: none"> <li>• one Australian photographer has been researched to a high level</li> <li>• sources used and answered all questions with detail and showed a thorough understanding of the content</li> <li>• responses to photographer's work indicated a good understanding of the intention of their work in relation to the Conceptual Framework</li> <li>• two examples of the photographer's work have been included and labelled appropriately</li> </ul>
C	<ul style="list-style-type: none"> <li>• one Australian photographer has been researched to a sound level</li> <li>• some sources used and most questions answered with some detail and showed a sound understanding of the content</li> <li>• responses to the photographer's work indicated a sound understanding of the intention of their work with some relation to the Conceptual Framework</li> <li>• an example of the photographer's work has been included and labelled appropriately</li> </ul>
D	<ul style="list-style-type: none"> <li>• one Australian photographer has been researched to a basic level</li> <li>• limited sources used and only some questions are answered without detail and show a basic understanding of the content</li> <li>• responses to the photographer's work indicated a basic understanding of the intention of their work with little relation to the Conceptual Framework</li> <li>• examples of the photographer's work have not been included or correctly analysed</li> </ul>
E	<ul style="list-style-type: none"> <li>• one Australian photographer has been researched to a very limited level</li> <li>• no sources used and only some questions are answered and show a little understanding of the content</li> <li>• responses to the photographer's work indicate a very limited understanding of the intention of their work with minimal relation to the Conceptual Framework</li> <li>• examples of the photographer's work have not been included or correctly analysed</li> </ul>



**BERKELEY VALE CAMPUS**  
**PHOTOGRAPHY AND DIGITAL MEDIA**  
**ASSESSMENT TASK**

**Due Date:** Term 2 Week 2

<b>Title:</b> Digital Manipulation		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 30%

**Syllabus Outcomes:**

- 5.1 develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
- 5.2 makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience
- 5.4 investigates the world as a source of ideas, concepts and subject matter for photographic and digital works

**Task Description:**

**There are two components in this task.**

**Part 1: Movie Poster 20%**

In this practical assessment you will use Adobe Photoshop to digitally manipulate photos. Use skills learnt in class tutorials to create a Movie Poster.

The movie poster:

- can include high-resolution images from the internet and photographs taken by yourself
- must be created in Adobe Photoshop in A3 format and 300dpi resolution. This must be initially saved as a Photoshop file (PSD). When complete, save as a JPG file in a folder labelled with your name and 2024 onto your USB and post into the Google classroom

When complete give your USB to your teacher to have a poster printed and then paste in your journal

**Part 2: Photography and Digital Media Journal 10%**

You are expected to keep a Photography and Digital Media Journal. This is to be kept up to date with all class activities to be presented to a high standard and appropriately sequenced. All handouts and photo experiments during the course are to be evident in your journal. You will be expected to follow a checklist to ensure all work is 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)

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

**To do well in this assessment task I must:**

- follow the Photoshop tutorials and complete a fully resolved movie poster
- use only clear high-resolution images
- ensure all my work is presented to an excellent standard in Photographic and Digital Media Journal including worksheets and all class activities

Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• produced a sophisticated movie poster utilising Photoshop which demonstrates an excellent</li> <li>• understanding of the program as well as outstanding design skills</li> <li>• the work is very highly creative and technical achievement is advanced</li> <li>• the Photoshop image has been formatted to an A3 size image with 300dpi resolution</li> <li>• work presented in Photography and Digital Media Journal has been completed and presented to an outstanding level</li> </ul>
B	<ul style="list-style-type: none"> <li>• produced a high quality movie poster utilising Photoshop which demonstrates a thorough</li> <li>• understanding of the program as well as developed design skills</li> <li>• the work is creative and technical achievement is of a good quality</li> <li>• the Photoshop image has been formatted to an A3 size image with 300dpi resolution</li> <li>• work presented in Photography and Digital Media Journal has been presented to a high standard</li> <li>• with all class work complete</li> </ul>
C	<ul style="list-style-type: none"> <li>• produced a sound quality movie poster utilising Photoshop which demonstrates an understanding</li> <li>• of the program as well as incorporating design skills</li> <li>• the work is of a substantial quality and technical achievement is sound</li> <li>• the Photoshop image has not been formatted to an A3 size image or with 300 dpi resolution</li> <li>• work presented in the Photography and Digital Media Journal has been presented to a sound</li> <li>• standard with most class work complete</li> </ul>
D	<ul style="list-style-type: none"> <li>• produced a basic movie poster utilising Photoshop which demonstrates reasonable understanding</li> <li>• of the program as well as some design skills</li> <li>• the work shows a basic level of creativity and technical achievement is sound</li> <li>• the Photoshop image has not been formatted to an A3 size image or at the correct resolution</li> <li>• work presented in the Photography and Digital Media Journal has been presented to a basic</li> <li>• standard some class work incomplete</li> </ul>
E	<ul style="list-style-type: none"> <li>• produced an unsatisfactory or incomplete movie poster</li> <li>• the work is not creative and technical achievement is poor</li> <li>• work presented in the Photography and Digital Media Journal is incomplete or has been presented to a very limited standard</li> </ul>



**BERKELEY VALE CAMPUS**  
**VISUAL ARTS ASSESSMENT TASK**

**Due Date:** Term 1 Week 7

<b>Title:</b> Portraiture		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 30%

**Syllabus Outcomes:**

5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts

5.6 demonstrates developing technical accomplishment and refinement in making artworks

**Task Description:**

There are two components in this task.

**Part One** Collection of Portraits

You are required to submit 3 portraits using different painting and artistic techniques.

**Part Two** Submission of Visual Arts Diary

The diary should include:

- all documentation, processes and techniques completed in class
- completed theory work
- completed written responses on The Frames and Conceptual Framework

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

**Assessment Task Support Information:**

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

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

**To do well in this assessment task I must:**

- meet all aspects outlined for the specific task.
- demonstrate a variety of painting techniques and artistic processes in portrait works.
- ensure my Visual Arts Diary is up to date with all work completed.
- demonstrate creativity in presentation of work and show process of ideas and art making in Visual Arts Diary

Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• the work demonstrated extensive knowledge and understanding of processes and techniques in creating a variety of portraits.</li> <li>• creation of a range of portraits demonstrating a very high degree of sophisticated techniques in use of colour, composition and experimentation</li> <li>• VAD entries demonstrated sophisticated understanding of The Frames and Conceptual Framework</li> </ul>
B	<ul style="list-style-type: none"> <li>• the work demonstrated high level knowledge and understanding of processes in applying paint to create a variety of surface effects.</li> <li>• produced a range of portraits demonstrating a thorough use of techniques in use of colour, composition and experimentation.</li> <li>• VAD entries demonstrated sustained levels of understanding of The Frames and Conceptual Framework</li> </ul>
C	<ul style="list-style-type: none"> <li>• the work demonstrated sound knowledge of processes of applying paint to create a variety of surface effects</li> <li>• made a sound attempt producing a range of portraits demonstrating satisfactory use of techniques in use of colour and/or composition</li> <li>• VAD entries were sound and demonstrated an adequate understanding of The Frames and Conceptual Framework</li> </ul>
D	<ul style="list-style-type: none"> <li>• the work demonstrated basic knowledge of processes of applying paint</li> <li>• the completed colour mixing samples demonstrated a basic range of colours</li> <li>• a basic attempt producing one portrait demonstrating limited technique in use of colour and/or composition</li> <li>• VAD entries were basic and demonstrated a limited understanding of The Frames and Conceptual Framework</li> </ul>
E	<ul style="list-style-type: none"> <li>• the work demonstrated little or no thought in colour mixing</li> <li>• the artworks demonstrated very limited technical accomplishment and refinement</li> <li>• non attempt of producing a portrait using very limited technique</li> <li>• VAD entries demonstrated very limited understanding of The Frames and Conceptual Framework</li> </ul>

**ENGLISH**





**BERKELEY VALE CAMPUS  
ENGLISH ASSESSMENT TASK**

**Due Date:** Term 1 Week 10

<b>Title:</b> Short Answer Response Test		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 30%

**Syllabus Outcomes:**

**EN5-1A** responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

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

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

**Task Description:**

This assessment task will be completed under test conditions.

There will be two parts to this test and you will have 50 minutes to complete.

**Part One** Visual Analysis

Respond to one unseen war image, answering short answer comprehension questions.

**Part Two** Poetry Analysis

Respond to two unseen war poems, answering short answer comprehension questions.

**Assessment Task Support Information:**

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

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

**To do well in this assessment task I must:**

- identify poetry structures, poetic techniques and explain my intended effect upon the reader
- identify visual techniques in a text and the intended effect upon on the reader
- analyse how composers represent and deliver meaning and the intended effect upon the reader



**BERKELEY VALE CAMPUS  
ENGLISH ASSESSMENT TASK**

**Due Date:** Term 2 Week 10

<b>Title:</b> Essay		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 25%

**Syllabus Outcomes:**

- EN5-1A** responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN5-3B** selects and uses language forms and features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
- EN5-4B** effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

**Task Description:**

You are required to compose an essay response to the following prompt:

***Discuss the role that blood plays in 'Macbeth', particularly immediately following Duncan's murder and late in the play. What does it symbolize for Macbeth and his wife?***

In your response, refer to specific character/s, scenes and literary techniques that support your response (maximum 4 pages).

Preparation for the essay will take place in class and at home. It is recommended you plan, draft and write your essay response out in full and seek feedback from your English teacher. Your teacher will explicitly scaffold and guide the writing process. Your essay must be presented as a typed document using single spaced Arial size 12 front.

**Assessment Task Support Information:**

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

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

**To do well in this assessment task I must:**

- demonstrate my understanding of **Macbeth** as a close study through active participation in class
- discuss the prompt in relation to the core text **Macbeth**
- compose a well-structured essay response: Introduction, Body Paragraphs and Conclusion
- use appropriate formal language
- use textual evidence to support my argument and explore language techniques and their effect
- complete a draft in preparation for feedback and act upon the feedback provided to refine my extended response
- submit a final, polished essay



Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>composes a sustained, sophisticated essay that demonstrates a very high level of competence in the processes and skills required. Introduction contains a clear Thesis/POV and identifies the core text. Body paragraphs utilise purposeful connectives to build a sustained discussion of the prompt with exceptional paragraph structure. Sophisticated analysis of the effectiveness of language in order to influence an audience. Conclusion articulates an extensive understanding of the prompt (EN5-1A)</li> <li>demonstrates extensive knowledge and understanding of the prompt explored through deep analysis of the core text Macbeth and skillful use of language that explores ideas with an extensive link to prompt (EN5-3B)</li> <li>utilises detailed, well-chosen textual evidence (including quotations) from core text Macbeth, demonstrating extensive understanding of literary techniques and their effect on an audience (EN5-4B)</li> </ul>
B	<ul style="list-style-type: none"> <li>composes a sustained essay that demonstrates a high level of competence in the processes and skills required. Introduction contains a Thesis/POV and identifies the core text. Body paragraphs utilise good connectives to build discussion of the prompt with thorough paragraph structure. Analysis of language features in order to influence an audience is effective. Conclusion articulates a thorough understanding of the prompt (EN5-1A)</li> <li>demonstrates thorough knowledge and understanding of the prompt explored through an analysis of the core text Macbeth; use of language that explores ideas with a thorough link to prompt. May discuss techniques with less detail and connections to the prompt (EN5-3B)</li> <li>utilises well-chosen textual evidence (including quotations) from core text Macbeth, demonstrating thorough understanding of literary techniques in the core text (EN5-4B)</li> </ul>
C	<ul style="list-style-type: none"> <li>composes an essay that demonstrates a sound level of competence in processes and skills required. Introduction contains an idea /POV and identifies the core text and prompt. Body paragraphs utilise some basic connectives to attempt to build a discussion of the statement with adequate paragraph structure. Sound analysis or description of the effectiveness of language features in order to influence an audience. Conclusion demonstrates sound understanding of the prompt (EN5-1A)</li> <li>demonstrates sound knowledge and understanding of the prompt explored through an adequate analysis of the core text Macbeth. Attempts to use language that explores ideas with a sound link to prompt. Explanation of techniques may be brief but attempted (EN5-3B)</li> <li>uses some textual evidence (including at least one quotation) from the core text Macbeth, demonstrating some understanding of literary techniques. Inconsistent analysis of prompt (EN5-4B)</li> </ul>
D	<ul style="list-style-type: none"> <li>composes a basic essay that demonstrates a basic level of competence in processes and skills required. Introduction mentions the core text and may mention prompt. Body paragraphs are attempted, at least one paragraph that discusses the prompt in relation to the core text and supports with at least one example. Conclusion is very brief and retells what has already been addressed (EN5-1A)</li> <li>demonstrates basic knowledge and understanding of the prompt explored through limited analysis of the core text Macbeth; May retell plot/storyline. Limited use of language to express brief ideas. Explanation is very brief (EN5-3B)</li> <li>limited evidence from the core text Macbeth and little reference to literacy techniques. Brief discussion of prompt (EN5-4B)</li> </ul>
E	<ul style="list-style-type: none"> <li>attempts to compose a response with little/no structure evident. Summary of plot/ storyline only. Does not discuss the prompt (EN5-1A)</li> <li>elementary use of language to create meaning (EN5-3B)</li> <li>teacher guided/needs support heavily with scaffold or use of sentence starters (EN5-4B)</li> </ul>

Grading Boundaries				
A	B	C	D	E
10-9	8-7	6-5	4-3	2-0

# HSIE

Includes:

Commerce





**BERKELEY VALE CAMPUS**  
**GEOGRAPHY ASSESSMENT TASK**

**Due Date:** Term 1 Week 9

<b>Title:</b> Environmental Change and Management Rich Task		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 50%

**Syllabus Outcomes:**

- GE5-2** explains processes and influences that form and transform places and environments
- GE5-3** analyses the effect of interactions and connections between people, places and environments
- GE5-4** accounts for perspectives of people and organisations on a range of geographical issues
- GE5-5** assesses management strategies for places and environments for their sustainability
- GE5-7** acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
- GE5-8** communicates geographical information to a range of audiences using a variety of strategies

**Task Description:**

There are 3 components to this task.

You will be conducting a mandatory field study at Tuggerah Lake and are expected to complete a Research Action Plan (RAP) using the primary data you collect during the field study as well as secondary data. A field study is an investigation where you look at an environment (in this case the lake) and investigate the processes, impacts and responses that are associated with the issue of coastal management (definitions of these are provided below).

**Part One /5 Research Action Plan**

This is the booklet that you do in class and it needs to be handed to your teacher on completion. After your field study at Tuggerah Lake, you are to complete the 8 steps of the Research Action Plan as outlined below:

- aim: identify the aim or purpose of the investigation
- question: generate a number of focus questions to be addressed by the investigation
- data: decide which primary and/or secondary data are needed to answer the focus question techniques
- identify the techniques that will be used to collect the data
- collection: collect the primary and secondary data process - process and analyse the data collected
- communication: select presentation methods to communicate the research findings actions - propose individual or group action in response to the research findings

Your teacher will provide a scaffold outlining the structure of the RAP.

**Part Two /25 Extended Response**

Identify and explain the geographical processes and their impacts on Tuggerah Lake. You are to analyse the primary data gathered on the field trip as well as secondary data from previous years and other research to support your response.

- key processes: surface runoff, urban development and lack of riparian zones are the focus
- impacts: water pollution, loss of bio-diversity in the lake, loss of ecological sustainability, destruction of riparian vegetation, developments too close to the lake, poor development decisions in the catchment areas

This is to be submitted online in the classwork section of the Google Classroom.

**Part Three /20 Proposed Action**

You are to create diagrams or models of a solution to improve the overall health of Tuggerah Lake. This proposed actions must be directed at the individual, group or government levels.

Your diagrams or models must:

- 10 Marks -Visually portray the proposed action
- 10 Marks - include a rational (paragraph) describing the purpose and impact it may have on Tuggerah Lake

A hard copy of Part Three is to be submitted to your teacher and a picture of this part is to be submitted online in the Google Classroom.

**Assessment Task Support Information:**

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

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

**To do well in this assessment task I must:**

- follow instructions carefully and accurately
- communicate at a high level using primary and secondary data
- reflect on my work and improve how I do things
- seek feedback from my peers or teacher

Grade	Marking Criteria
A 25-22	<p><b>PART A /5</b></p> <ul style="list-style-type: none"> <li>• all field study day activities completed at a sophisticated level containing extensive detail and attached to the RAP</li> <li>• primary data from field study and secondary data used very effectively throughout RAP</li> <li>• an outstanding table, graphs and images that accurately represented the collected data</li> </ul>
	<p><b>PART B /25</b></p> <ul style="list-style-type: none"> <li>• key geographic words used extensively throughout the extended response and recommendation rationale</li> <li>• an extended response that is very well-structured with no grammatical errors</li> <li>• the extended response clearly presented the findings with sophistication and demonstrated outstanding knowledge and understanding of the geographic processes</li> <li>• the use of referenced research extensively throughout that emphasize the effects of geographic processes</li> </ul>
	<p><b>PART C /20</b></p> <ul style="list-style-type: none"> <li>• the three proposed actions are represented visually in a very effective and original way, presented with extensive care and detail.</li> <li>• three written proposals/rationales that accurately represents the model or diagram very effectively and explain in detail how they will positively impact the geographic processes</li> <li>• the use of referenced research that provides extensive validity to the proposed action</li> </ul>
B 21-17	<p><b>PART A</b></p> <ul style="list-style-type: none"> <li>• all field study day activities completed to a high level containing thorough detail and attached to the RAP</li> <li>• primary data from field study and secondary data used effectively throughout RAP</li> <li>• a high quality table, graphs and images that represented the collected data</li> </ul>
	<p><b>PART B</b></p> <ul style="list-style-type: none"> <li>• key geographic words used thoroughly throughout the extended response and recommendation rationale</li> <li>• an extended response is well-structured with minimal grammatical errors</li> <li>• the extended response clearly presented the findings and demonstrated thorough knowledge and understanding of the geographic processes</li> <li>• Referenced research is used thoroughly throughout that emphasizes the effects of geographic processes</li> </ul>
	<p><b>PART C</b></p> <ul style="list-style-type: none"> <li>• the three proposed actions are represented visually in an effective and original way, presented with extensive care and detail.</li> <li>• three written proposals/rationales that accurately represents the model or diagram effectively and explain in detail how they will positively impact the geographic processes</li> <li>• the use of referenced research that provides thorough validity to the proposed action</li> </ul>

C 16-12	<p><b>PART A</b></p> <ul style="list-style-type: none"> <li>• all field study day activities completed to a sound level containing some detail and attached to the RAP</li> <li>• primary data from field study and secondary data used somewhat effectively throughout RAP</li> <li>• an adequate table, graphs and/or images that represented the collected data</li> </ul>
	<p><b>PART B</b></p> <ul style="list-style-type: none"> <li>• some use of key geographic words used throughout the extended response and recommendation rationale</li> <li>• an extended response is structured but contained several grammatical errors</li> <li>• the extended response presented some of the findings and demonstrated sound knowledge and understanding of the geographic processes</li> <li>• Referenced research is used somewhat throughout and emphasizes the effects of geographic processes</li> </ul>
	<p><b>PART C</b></p> <ul style="list-style-type: none"> <li>• the three proposed actions are represented visually in a somewhat effective and original way, presented with care and detail</li> <li>• three written proposals/rationales that somewhat accurately represents the model or diagram and explains in detail how they will positively impact the geographic processes</li> <li>• the use of referenced research that provides sound validity to the proposed action</li> </ul>
D 11-7	<p><b>PART A</b></p> <ul style="list-style-type: none"> <li>• field study day activities mostly completed to a basic level containing minimal detail and attached to the RAP</li> <li>• primary data from field study and secondary data used ineffectively throughout RAP or not completed</li> <li>• a table, graphs and/or images presented to a basic standard missing some components</li> </ul>
	<p><b>PART B</b></p> <ul style="list-style-type: none"> <li>• a basic use of key geographic words used in the extended response and recommendation rationale</li> <li>• an extended response is poorly structured and contained many grammatical errors</li> <li>• the extended response presented minimal findings and demonstrated basic knowledge and understanding of the geographic processes</li> <li>• referenced research is used that may emphasize the effects of geographic processes</li> </ul>
	<p><b>PART C</b></p> <ul style="list-style-type: none"> <li>• the three proposed actions are represented visually in an ineffective and unoriginal way, presented with little care and detail.</li> <li>• up to three written proposals/rationales that inaccurately represents the model or diagram effectively and does not explain in detail how they will positively impact the geographic processes</li> <li>• the use of referenced research that provides minimal validity to the proposed action</li> </ul>
E 6-1	<p><b>PART A</b></p> <ul style="list-style-type: none"> <li>• some field day activities completed using very limited amount of detail and attached to the RAP</li> <li>• primary data used ineffectively throughout RAP or not completed</li> <li>• table, graphs and/or images are presented to a very limited level missing several components</li> </ul>
	<p><b>PART B</b></p> <ul style="list-style-type: none"> <li>• elementary use of key geographic words used in the extended response and recommendation rationale</li> <li>• extended response is poorly structured and contained many grammatical errors</li> <li>• the extended response does not clearly represent the findings and demonstrated elementary knowledge and understanding of the geographic processes</li> <li>• referenced research is not used or not relevant</li> </ul>
	<p><b>PART C</b></p> <ul style="list-style-type: none"> <li>• the three proposed actions are represented visually in an ineffective and unoriginal way, presented with minimal care and detail or not done at all</li> <li>• three written proposals/rationales that inaccurately represents the model or diagram effectively and does not explain in detail how they will positively impact the geographic processes. Or not completed at all</li> <li>• no or little use of referenced research that provides no validity to the proposed action</li> </ul>



**BERKELEY VALE CAMPUS  
GEOGRAPHY ASSESSMENT TASK**

**Due Date:** Term 2 Week 3

<b>Title:</b> Online Yearly Examination		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 50%

**Syllabus Outcomes:**

- GE5-1** explains the diverse features and characteristics of a range of places and environments
- GE5-5** assesses management strategies for places and environments for their sustainability
- GE5-6** analyses differences in human wellbeing and ways to improve human wellbeing
- GE5-7** acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
- GE5-8** communicates geographical information to a range of audiences using a variety of strategies

**Task Description:**

The Yearly Examination will assess your knowledge, skills and understanding of the topics ' Environmental Change and Management' and 'Wellbeing'. It will also assess your geographic and reading skills.

The examination has two sections:

**Section 1** multiple choice

**Section 2** short answer question(s)

This is to be submitted online in the classwork section of the Google Classroom.

**Assessment Task Support Information:**

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

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

**To do well in this assessment task I must:**

- **have the equipment required to complete this task:** pen, pencil, ruler, calculator

Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• Section 1: extensive knowledge, skills and understanding evident in the multiple choice section</li> <li>• Section 2: short answer response(s) are extensively detailed and answer the question(s) very effectively</li> </ul>
B	<ul style="list-style-type: none"> <li>• Section 1: thorough knowledge, skills and understanding evident in the multiple choice section</li> <li>• Section 2: short answer response(s) are highly detailed and answer the question(s) effectively</li> </ul>
C	<ul style="list-style-type: none"> <li>• Section 1: sound knowledge, skills and understanding evident in the multiple choice section</li> <li>• Section 2: short answer response(s) contain some detail and answers the question(s)</li> </ul>
D	<ul style="list-style-type: none"> <li>• Section 1: basic knowledge, skills and understanding evident in the multiple choice section</li> <li>• Section 2: short answer response(s) contains basic detail, contains some inaccuracies</li> </ul>
E	<ul style="list-style-type: none"> <li>• Section 1: elementary knowledge, skills and understanding evident in the multiple choice section</li> <li>• Section 2: short answer response(s) contains very limited detail, is inaccurate not completely answered</li> </ul>



**BERKELEY VALE CAMPUS  
COMMERCE ASSESSMENT TASK**

**Due Date:** Term 1 Week 9

<b>Title:</b> Crime Presentation		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 30%

**Syllabus Outcomes:**

- COM5-1** applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
- COM5-2** analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
- COM5-3** examines the role of law in society
- COM5-4** analyses key factors affecting decisions
- COM5-5** evaluates options for solving problems and issues
- COM5-6** develops and implements plans designed to achieve goals
- COM5-7** researches and assesses information using a variety of sources
- COM5-8** explains information using a variety of forms
- COM5-9** works independently and collaboratively to meet individual and collective goals within specified timeframes

**Task Description:**

Choose one crime that has statistics using the mapping tool on the BOCSAR website:

<http://crimetool.bocsar.nsw.gov.au/bocsar/>

Make a PowerPoint presentation that shows the following:

- graphed statistics about the incidents occurring during the day vs night in the last 2 years (5 marks)
- dot points that interpret that graph (5 marks)
- graphed statistics about the incidents occurring during the weekend vs weekday in the last 2 years (5 marks)
- dot points that interpret that graph (5 marks)
- graphed statistics about the incidents that are alcohol related in the last 2 years (5 marks)
- dot points that interpret that graph (5 marks)
- graphed statistics about the incidents and where they occur in the last 2 years (5 marks)
- dot points that interpret that graph (5 marks)
- a 5 year trend graph (5 marks)
- a paragraph explaining the 5 year trend (5 marks)
- a paragraph that makes educated predictions about why this trend has occurred (5 marks)

Overall Presentation (5 marks)

You will also be marked on:

- grammar (5 marks)
- punctuation (5 marks)
- spelling (5 marks)
- sentence structure: perfect sentence structure using simple, compound and complex sentences (5 marks)
- This is to be submitted online in the classwork section of the Google Classroom.

**Assessment Task Support Information:**

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

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



**To do well in this assessment task I must:**

- **have the equipment required to complete this task:** presentation and spreadsheet software
- apply my knowledge and understanding of the commercial issues covered in class
- effectively apply the commercial skills learnt in class
- interpret the graphs correctly using my own knowledge and the knowledge I have learnt in class

Grade	Marking Criteria
A	<p>Shows extensive skills in:</p> <ul style="list-style-type: none"> <li>• grammar</li> <li>• spelling</li> <li>• punctuation</li> <li>• sentence structure using simple, compound and complex sentences</li> <li>• graphing</li> <li>• graph interpretation and analysis</li> <li>• presentation</li> </ul>
B	<p>Shows thorough skills in:</p> <ul style="list-style-type: none"> <li>• grammar (1-2 mistakes)</li> <li>• spelling (1-2 mistakes)</li> <li>• punctuation (1-2 mistakes)</li> <li>• sentence structure using simple, compound and complex sentences (1-2 mistakes)</li> <li>• graphing (1-2 mistakes)</li> <li>• graph interpretation and analysis (1-2 mistakes)</li> <li>• presentation</li> </ul>
C	<p>Shows sound skills in:</p> <ul style="list-style-type: none"> <li>• grammar (3-4 mistakes)</li> <li>• spelling (3-4 mistakes)</li> <li>• punctuation (3-4 mistakes)</li> <li>• sentence structure using simple, compound and complex sentences (3-4 mistakes)</li> <li>• graphing (3-4 mistakes)</li> <li>• graph interpretation and analysis (3-4 mistakes)</li> <li>• presentation</li> </ul>
D	<p>Shows basic skills in:</p> <ul style="list-style-type: none"> <li>• grammar (5-6 mistakes)</li> <li>• spelling (5-6 mistakes)</li> <li>• punctuation.(5-6 mistakes)</li> <li>• sentence structure using simple, compound and complex sentences (5-6 mistakes)</li> <li>• graphing (5-6 mistakes)</li> <li>• graph interpretation and analysis (5-6 mistakes)</li> <li>• presentation</li> </ul>
E	<p>Shows very limited skills in:</p> <ul style="list-style-type: none"> <li>• grammar (more than 6 mistakes)</li> <li>• spelling (more than 6 mistakes)</li> <li>• punctuation (more than 6 mistakes)</li> <li>• sentence structure using simple, compound and complex sentences (more than 6 mistakes)</li> <li>• graphing (more than 6 mistakes)</li> <li>• graph interpretation and analysis (more than 6 mistakes)</li> <li>• presentation</li> </ul>



## BERKELEY VALE CAMPUS COMMERCE ASSESSMENT TASK

**Due Date:** Term 2 Week 9

<b>Title:</b> Online Examination		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 40%

### Syllabus Outcomes:

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

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

**COM5-4** analyses key factors affecting decisions

**COM5-5** evaluates options for solving problems and issues

**COM5-6** develops and implements plans designed to achieve goals

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

**COM5-8** explains information using a variety of forms

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

### Task Description:

This is a one period online examination. You will be assessed on your knowledge, understanding of the price mechanism and skill in interpreting supply and demand graphs.

The examination is multiple choice.

This is to be submitted online in the classwork section of the Google Classroom.

### Assessment Task Support Information:

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

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

### To do well in this assessment task I must:

- **have the equipment required to complete this task:** pen, pencil, ruler, calculator
- apply my knowledge and understanding of the commercial issues covered in class
- effectively apply the commercial skills learnt in class
- interpret the graphs correctly using my own knowledge and the knowledge I have learnt in class

# MATHEMATICS





**BERKELEY VALE CAMPUS**  
**MATHEMATICS ASSESSMENT TASK**

**Due Date:** Term 2 Week 2

<b>Title:</b> Financial Mathematics		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5.1-5.2	<b>Task Number:</b> 1	<b>Weighting:</b> 25%

**Syllabus Outcomes:**

**MA5.1-4NA** solves financial problems involving earning money, spending and investing money

**MA5.2 4NA** solves financial problems involving compound interest and depreciation

**Task Description:**

This will be an in-class examination.

You will be required to demonstrate your ability to solve a variety of financial mathematics problems including:

- wages and salaries
- overtime
- piecework
- commission
- bonuses, allowances and leave loading
- GST
- taxation
- simple interest
- compound interest
- depreciation

**Websites that can assist you include:**

- MathsOnline
- Khan Academy

**Assessment Task Support Information:**

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

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

**To do well in this assessment task I must:**

- **have the equipment required to complete this task:** pen, pencil, calculator
- answer all sections
- use appropriate terminology



**BERKELEY VALE CAMPUS  
MATHEMATICS ASSESSMENT TASK**

**Due Date:** Term 2 Week 10

<b>Title:</b> Linear and Non-Linear Relationships		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5.1-5.2	<b>Task Number:</b> 2	<b>Weighting:</b> 25%

**Syllabus Outcomes:**

**MA5.1-6NA** determines the midpoint, gradient and length of an interval and graphs linear relationships

**MA5.1-7NA** graphs simple non-linear relationships

**MA5.2-9NA** uses the gradient intercept form to interpret and graph linear relationships

**Task Description:**

This will be an in-class examination with a summary sheet.

You are allowed to create a hand written, double sided A4 summary sheet to assist you in the test.

You will be required to demonstrate ability to work with linear and non-linear relationships including:

- graphing linear relationships using a table of values
- applying gradient intercept form to graph linear relationships
- finding the midpoint
- finding and describing the effect of the gradient
- calculating the distance between two points
- graphing simple non-linear relationships

**Websites that can assist you include:**

- MathsOnline
- Khan Academy

**Assessment Task Support Information:**

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

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

**To do well in this assessment task I must:**

- **have the equipment required to complete this task:** pen, pencil, ruler, calculator
- answer all sections
- use appropriate terminology
- have a handwritten, double sided A4 summary sheet prepared



**BERKELEY VALE CAMPUS**  
**MATHEMATICS ASSESSMENT TASK**

**Due Date:** Term 2 Week 2

<b>Title:</b> Trigonometry, Surface Area and Volume		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5.3	<b>Task Number:</b> 1	<b>Weighting:</b> 25%

**Syllabus Outcomes:**

**MA5.2-13MG** applies trigonometry to solve problems, including problems involving bearings

**MA5.3-15MG** applies trigonometric relationships, the sine rule, the cosine rule, and the area rule to solve problems, including problems with three dimensions

**MA5.3-13MG** applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids

**MA5.3-14MG** applies formulas to find the volume of right pyramids, right cones, spheres and related composite solids

**Task Description:**

This will be an in-class examination.

You will be required to demonstrate your ability to solve surface area and volume problems including:

- using formulas
- surface areas of pyramids, cones, spheres and composite solids
- volumes of pyramids, cones, spheres and composite solids

You will be required to demonstrate your ability to solve trigonometric problems including:

- bearings
- sine rule
- cosine rule
- area of a triangle

**Websites that can assist you include:**

- MathsOnline
- Khan Academy

**Assessment Task Support Information:**

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

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

**To do well in this assessment task I must:**

- **have the equipment required to complete this task:** pen, pencil, ruler, calculator
- answer all sections
- use appropriate formulae and terminology



**BERKELEY VALE CAMPUS**  
**MATHEMATICS ASSESSMENT TASK**

**Due Date:** Term 2 Week 10

<b>Title:</b> Linear and Non-Linear Relationships		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5.3	<b>Task Number:</b> 2	<b>Weighting:</b> 25%

**Syllabus Outcomes:**

- MA5.1-6NA** determines the midpoint, gradient and length of an interval and graphs linear relationships
- MA5.2-9NA** uses the gradient intercept form to interpret and graph linear relationships
- MA5.3-8NA** uses formulas to find midpoint, gradient and distance on the Cartesian number plane and applies standard forms of the equation of a straight line
- MA5.1-7NA** graphs simple non-linear relationships
- MA5.2-10NA** connects algebraic and graphical representations of simple non-linear relationships

**Task Description:**

This will be an in-class examination with a summary sheet.

You are allowed to create a hand written, double sided A4 summary sheet to assist you in the test.

You will be required to demonstrate your ability to work with linear and non-linear relationships including:

- graphing linear relationships using a table of values
- applying gradient intercept form to graph linear relationships
- finding the midpoint and using the midpoint formula
- finding and describing the effect of the gradient
- calculating the distance between two points and using the distance formula
- identifying non-linear relationships

**Websites that can assist you include:**

- MathsOnline
- Khan Academy

**Assessment Task Support Information:**

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

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

**To do well in this assessment task I must:**

- **have the equipment required to complete this task:** pen, pencil, ruler, calculator
- answer all sections
- use appropriate formulae and terminology
- have a double sided A4 summary sheet prepared



# PDHPE

Includes:

Child Studies

PASS





**BERKELEY VALE CAMPUS  
PDHPE ASSESSMENT TASK**

**Due Date:** Term 1 Week 9

<b>Title:</b> Choices Examination		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 25%

**Syllabus Outcomes:**

**PD5-2** researches and appraises the effectiveness of health information and support services available in the community

**PD5-9** assesses and applies self-management skills to effectively manage complex situations

**Task Description:**

This is an in-class examination. You will be given a range of questions from the Choices unit of work and the examination will include multiple choice and short response questions.

You will be given 50 minutes to complete the task.

**Websites that can assist you include:**

- <http://www.drugfreeworld.org/drugfacts/ecstasy/short-long-term-effects.html>
- <http://www.drugs.health.gov.au/>

**Assessment Task Support Information:**

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

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

**To do well in this assessment task I must:**

- have the equipment required to complete this task: blue or black pen
- answer short answer questions clearly and concisely
- construct knowledgeable extended writing responses
- provide quality supporting examples
- use explicit PDHPE terminology

Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• extensive knowledge of behaviours and strategies associated with content covered in class</li> <li>• extensive understanding of content through the use of relevant terminology and supporting examples in the written response</li> <li>• constructs an extended response using a very high level of structure, punctuation and spelling</li> </ul>
B	<ul style="list-style-type: none"> <li>• thorough knowledge of behaviours and strategies associated with content covered in class</li> <li>• thorough understanding of content through the use of relevant terminology and supporting examples in the written response</li> <li>• constructs an extended response using a high level of structure, punctuation and spelling</li> </ul>
C	<ul style="list-style-type: none"> <li>• sound knowledge of behaviours and strategies associated with content covered in class</li> <li>• sound understanding of content through the use of relevant terminology and supporting examples in the written response</li> <li>• constructs an extended response using an adequate level of structure, punctuation and spelling</li> </ul>
D	<ul style="list-style-type: none"> <li>• basic knowledge of behaviours and strategies associated with content covered in class</li> <li>• basic understanding of content through the use of relevant terminology and supporting examples in the written response</li> <li>• constructs an extended response using a limited level of structure, punctuation and spelling</li> </ul>
E	<ul style="list-style-type: none"> <li>• very limited knowledge of behaviours and strategies associated with content covered in class</li> <li>• very limited understanding of content through the use of relevant terminology and supporting examples in the written response</li> <li>• constructs an extended response using a very limited level of structure, punctuation and spelling</li> </ul>



**BERKELEY VALE CAMPUS  
PDHPE ASSESSMENT TASK**

**Due Date:** Term 1 Week 10

<b>Title:</b> Invasion Games		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 25%

**Syllabus Outcomes:**

- PD5-4** adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
- PD5-5** appraises and justifies choices of actions when solving complex movement challenges

**Task Description:**

This task will require you to participate in practical lessons to the best of your ability. Your teacher will observe your capabilities in **Basketball**.

You will be assessed on your ability in the following fundamental and specialised basketball skills:

- shooting
- throwing & catching
- offensive skills
- defensive skills
- safety

**Websites that can assist you include:**

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

**Assessment Task Support Information:**

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

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

**To do well in this assessment task I must:**

- **have the equipment required to complete this task:** correct uniform (sport shorts, sport shirt and joggers)
- participate in all lessons to the best of my ability
- demonstrate my ability to successfully participate in the unit demonstrating my skills in a variety of game sense situations

Marking Criteria				
Skills	0	1 - 2	3 - 4	5
<b>Shooting</b>	No Effort	<ul style="list-style-type: none"> <li>• uses proper body mechanics</li> <li>• focuses to aim</li> <li>• meets ring</li> </ul>	<ul style="list-style-type: none"> <li>• will shoot when they have an opportunity</li> <li>• completes lay up</li> <li>• developing a longer range shot</li> <li>• usually attempts rebounds</li> <li>• all aspects of criteria 1</li> </ul>	<ul style="list-style-type: none"> <li>• frequently successful from close range</li> <li>• always follows shots for rebounds</li> <li>• all aspects of criteria 1 &amp; 2</li> <li>• completes layup/jump shot</li> </ul>
<b>Throwing &amp; Catching</b>	No Effort	<ul style="list-style-type: none"> <li>• uses proper body mechanics</li> <li>• accurate chest/bounce/shoulder pass to 3m</li> <li>• uses proper follow- through</li> </ul>	<ul style="list-style-type: none"> <li>• pass arrives accurately</li> <li>• can pass to someone moving into space</li> <li>• chooses correct pass variations</li> <li>• developing longer range passes (shoulder &amp; lob)</li> <li>• all aspects of criteria 1</li> </ul>	<ul style="list-style-type: none"> <li>• always passes into space</li> <li>• follows pass to create extra options for team mate</li> <li>• pass arrive with speed</li> <li>• all aspects of criteria 1 &amp; 2</li> </ul>
<b>Offensive Skills</b>	No Effort	<ul style="list-style-type: none"> <li>• catches most passes</li> <li>• passes to an open player</li> <li>• not confused by transition caused by change of possession</li> </ul>	<ul style="list-style-type: none"> <li>• always works towards open space</li> <li>• can catch a pass on the move</li> <li>• developing a speciality in a certain position</li> <li>• gets into position quickly</li> <li>• all aspects of criteria 1</li> </ul>	<ul style="list-style-type: none"> <li>• able to evade opponent</li> <li>• creates opportunities</li> <li>• avoids attacking contact</li> <li>• creates legal changeovers</li> <li>• all aspects of criteria 1 &amp; 2</li> </ul>
<b>Defensive Skills</b>	No Effort	<ul style="list-style-type: none"> <li>• finds opponent on change of possession</li> <li>• uses hands to block the path of the ball</li> <li>• makes legal contact with the ball</li> </ul>	<ul style="list-style-type: none"> <li>• always stays on opponent and applies pressure on court and when ball returns to play</li> <li>• transitions well from defence to attack</li> <li>• all aspects of criteria 1</li> </ul>	<ul style="list-style-type: none"> <li>• will attempt rebounds</li> <li>• creates legal changeovers</li> <li>• avoids defensive contact and obstruction</li> <li>• all aspects of criteria 1 &amp; 2</li> </ul>
<b>Safety</b>	Unsafe	<ul style="list-style-type: none"> <li>• demonstrates a basic level of safety</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates an adequate level of safety</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates an exceptional level of safety</li> </ul>

Outcome	Marks				Sub Total
5.4	Shooting /5	Throwing/Catching /5	Offensive Skills /5	Defensive Skills /5	/20
5.5	Safety /5				/5
<b>TOTAL</b>					<b>/25</b>



## BERKELEY VALE CAMPUS PDHPE ASSESSMENT TASK

Due Date: Term 2 Week 9

<b>Title:</b> SEPEP		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 3	<b>Weighting:</b> 25%

### Syllabus Outcomes:

- PD5-1** assesses their own and others' capacity to reflect on and respond positively to challenges  
**PD5-8** designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity

### Task Description:

You will participate in SEPEP (Sports Education in Physical Education Program). It is a student based program where you develop a sporting competition which involves you running, participating in and evaluating a round robin competition. You will be required to complete a logbook of your participation within SEPEP. You each will be part of a team with a designated role within that team.

#### Types of roles:

##### *Coordinator*

- develop the competition draw
- coordinate scoreboard

##### *Captain*

- develop a plan for a warmup
- teach the warmup to the class

##### *Coach*

- develop a plan for a specific skill for the chosen sport
- teach the specific skill to the class

##### *Judge*

- develop the rules for the competition
- create a match score card
- design an overall competition results table

##### *Equipment Officer*

- field set up with diagrams and dimensions
- organise the required equipment for the session

##### *Media Officer*

- develop a promotional poster for the SEPEP competition including your PDHPE lessons, classes involved, sport you are playing and a picture.
- create 3 end of season team awards

- All parts must be submitted via Google Classroom by Friday of the week it is due

### Assessment Task Support Information:

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

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

### To do well in this assessment task I must:

- **have the equipment required to complete this task:** correct uniform (sport shorts, sport shirt and joggers)
- participate in all lessons to the best of my ability
- demonstrate my ability to successfully participate in the unit demonstrating my skills, organisation, sportsmanship and safety
- complete the online logbook

Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• outstanding level participation and effort</li> <li>• outstanding attacking, defending and game awareness skills</li> <li>• outstanding level of sportsmanship / safety</li> <li>• outstanding organisational skills and effort in SEPEP role</li> <li>• outstanding detail presented in the weekly online logbook</li> </ul>
B	<ul style="list-style-type: none"> <li>• high level participation and effort</li> <li>• high attacking, defending and game awareness skills</li> <li>• high level of sportsmanship / safety</li> <li>• high organisational skills and effort in SEPEP role</li> <li>• high level detail presented in the weekly online logbook</li> </ul>
C	<ul style="list-style-type: none"> <li>• sound participation and effort</li> <li>• sound attacking, defending and game awareness skills</li> <li>• sound sportsmanship / safety</li> <li>• sound organisational skills and effort in SEPEP role</li> <li>• sound detail presented in the weekly online logbook</li> </ul>
D	<ul style="list-style-type: none"> <li>• basic level of participation and effort</li> <li>• basic attacking, defending and game awareness skills displayed</li> <li>• basic sportsmanship / safety skills displayed</li> <li>• basic organisational skills and effort in SEPEP role</li> <li>• basic detail presented in the weekly online logbook</li> </ul>
E	<ul style="list-style-type: none"> <li>• very limited participation and effort</li> <li>• very limited attacking, defending and game awareness skills</li> <li>• very limited sportsmanship / safety</li> <li>• very limited organisation and effort in SEPEP role</li> <li>• very limited detail presented in the weekly online logbook</li> </ul>



**BERKELEY VALE CAMPUS  
CHILD STUDIES ASSESSMENT TASK**

**Due Date:** Term 1 Week 9

<b>Title:</b> Healthy Lunchbox		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 30%

**Syllabus Outcomes:**

**CS5-2** describes the factors that affect the health and wellbeing of the child

**CS5-12** applies evaluation techniques when creating, discussing and assessing information related to child growth and development

**Task Description:**

There are two components in this task.

You are to design a healthy lunch box for a child in kindergarten.

**Theory (30 Marks)**

You need to research the Swap It Program using the website <https://www.swapit.net.au/> and complete the following questions:

- Describe (**Recognise and name, list characteristics**) the 'Swap It Program' (3 marks)
- Explain (**Recognise and name, list characteristics, give examples and show cause and effect**) the benefits for a child who has a lunchbox made using the 'Swap It Program' (5 marks)
- Design a visual resource that could assist parents in identifying foods that can be swapped (3 marks)
- Design a lunchbox for a child in Kindergarten that meets both the Australian Dietary Guidelines and the 'Swap It' program guidelines (6 marks)
- Explain (**Recognise and name, list characteristics, give examples and show cause and effect**) how your lunchbox meets both Australian Dietary Guidelines and the 'Swap It' program guidelines (7 marks)
- Complete the 3 scenarios – see separate sheet (6 marks)

**Practical (10 Marks)**

You will be allocated 2 periods in class time to prepare and make the lunchbox you designed in Question 3. You will each be given a plastic bento box to use. Some food items will be provided.

Theory part must be submitted via Google Classroom by Friday Week 9. The practical part will be completed in Week 10 during class time.

**Assessment Task Support Information:**

- you will sign the document register to acknowledge receipt of this notification
  - if you are absent on the due date, you must provide appropriate documentation (for example, Medical Certificate/Illness/Misadventure Form)
- Any RoSA student who does not submit this task will be placed on the campus N determination register*

**To do well in this assessment task I must:**

- complete all sections of the task description
- understand I will receive zero if I fail to submit all parts by the due date



Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• extensively describes the 'Swap It Program outlining 3 main characteristics.</li> <li>• extensively explains the benefits of the Swap It Program listing 3+ benefits, giving examples and linking the effect this can have on the child.</li> <li>• visual resource outlines 10+ food swap options</li> <li>• all food items in lunchbox meet Australian Dietary Guidelines and Swap it Program guidelines.</li> <li>• extensively explains how the lunchbox meets the guidelines giving 3+ examples and linking food items to specific guidelines.</li> <li>• identifies all incorrect foods and suggests correct foods for all 3 scenarios</li> </ul>
B	<ul style="list-style-type: none"> <li>• thoroughly describes the 'Swap It Program outlining 2-3 main characteristics.</li> <li>• thoroughly explains the benefits of the Swap It Program listing 2 benefits and giving specific examples.</li> <li>• visual resource outlines 8-10 food swap options</li> <li>• most food items in lunchbox meet Australian Dietary Guidelines and Swap it Program guidelines.</li> <li>• thoroughly explains how the lunchbox meets the guidelines giving 2 examples and linking food items to specific guidelines.</li> <li>• identifies all incorrect foods and suggests correct foods for all 3 scenarios</li> </ul>
C	<ul style="list-style-type: none"> <li>• sound description of the 'Swap It Program outlining 1-2 main characteristics.</li> <li>• sound explanation of the benefits of the Swap It Program listing 1-2 benefits and giving some examples.</li> <li>• visual resource outlines 6-8 food swap options</li> <li>• most food items in lunchbox meet Australian Dietary Guidelines and Swap it Program guidelines.</li> <li>• sound explanation of how the lunchbox meets the guidelines giving 2 examples and linking food items to specific guidelines.</li> <li>• identifies most incorrect foods and suggests some correct foods for all 3 scenarios</li> </ul>
D	<ul style="list-style-type: none"> <li>• basic description of the 'Swap It Program outlining 0-1 main characteristics.</li> <li>• basic explanation of the benefits of the Swap It Program listing 1 benefit</li> <li>• visual resource outlines 4-6 food swap options</li> <li>• some food items in lunchbox meet Australian Dietary Guidelines and Swap it Program guidelines or lunchbox incomplete.</li> <li>• limited explanation of how the lunchbox meets the guidelines giving 1 examples</li> <li>• identifies some incorrect foods and suggests some correct foods for all 3 scenarios</li> </ul>
E	<ul style="list-style-type: none"> <li>• very limited or no description of the 'Swap It Program.</li> <li>• very limited or no explanation of the benefits of the Swap It Program</li> <li>• visual resource outlines 0-3 food swap options</li> <li>• very limited food items in lunchbox meet Australian Dietary Guidelines and Swap it Program guidelines or lunchbox incomplete.</li> <li>• very limited or no explanation of how the lunchbox meets the guidelines</li> <li>• fails to identify incorrect foods and fails to suggests correct foods for all 3 scenarios</li> </ul>



**BERKELEY VALE CAMPUS**  
**CHILD STUDIES ASSESSMENT TASK**

**Due Date:** Term 2 Week 9

<b>Title:</b> TV Show Episode		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 40%

**Syllabus Outcomes:**

**CS5-4** plans and implements engaging activities when educating and caring for young children within a safe environment

**CS5-5** evaluates strategies that promote the growth and development of children

**Task Description:**

During this unit you have been studying the impact that different types of technology have on the wellbeing and development of children.

You are to plan and develop a new episode of one of the kids shows we have analysed this term (see list). The episode needs to be *entertaining* whilst focusing on *teaching one concept* eg recycling, hygiene, colours, friendship, health, numbers etc.

For your episode you need to complete the following:

- An overview of your chosen TV show. Identify the name, outline the main characters, outline where the show is set and summarise the main theme/reoccurring trends of the show. **(4 marks)**
- Outline (*recognise and name, give characteristics*) the target audience of the show – include age, gender and show reasons why they are the target audience. **(2 marks)**
- Describe (*recognise and name, give characteristics*) the plot of the new episode. **(4 marks)**
- Develop the script. This includes setting the scene / scene directions, characters' lines and camera angles/camera shots. **(8 marks)**
- Create a story board. This is a picture of each scene. Use template provided **(8marks)**
- Explain (*recognise and name, list characteristics, give examples and show cause and effect*) how the episode addresses your concept and discuss (*recognise and name, list characteristics, give examples*) how it can help a child learn your chosen concept. **(6 marks)**
- Discuss (*recognise and name, list characteristics, give examples*) how your episode was able to meet the 'Australian Children's Classification Criteria for C and P programs'. You need to focus on criteria points a, b, d and e, and state how you are able to successfully meet these in your episode **(8 marks)**
- Must be submitted via Google Classroom by Friday of Week 9.

**Assessment Task Support Information:**

- you will sign the document register to acknowledge receipt of this notification
- if you are absent on the due date, you must provide appropriate documentation (for example, Medical Certificate/Illness/Misadventure Form)  
*Any RoSA student who does not submit this task will be placed on the campus N determination register*

**To do well in this assessment task I must:**

- complete all sections of the task description
- understand I will receive zero if I fail to submit all parts by the due date

Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• extensive overview of selected TV show outlining name, characters, target audience, main themes and trends of the show</li> <li>• extensive description of the plot of the episode. Includes locations, theme, characters, focus area and storyline</li> <li>• extensively detailed script. Outlines all features including character lines, scene directions, scene settings, camera shots and angles</li> <li>• extensive planning in storyboard. Includes high quality visual description, audio to occur in each scene, camera angle/shot and scene number</li> <li>• extensive explanation of how the episode supports a child development in chosen concept</li> <li>• extensive discussion of how the episode meets the Australian Children’s Classification Criteria for C and P programs using detailed examples</li> </ul>
B	<ul style="list-style-type: none"> <li>• thorough overview of selected TV show outlining name, characters, target audience, main themes and trends of the show</li> <li>• thorough description of the plot of the episode. Includes locations, theme, characters, focus area and storyline.</li> <li>• script outlines all features including character lines, scene directions, scene settings, camera shots and angles</li> <li>• storyboard includes high quality visual description, audio to occur in each scene, camera angle/shot and scene number</li> <li>• thorough explanation of how the episode supports a child development in chosen concept</li> <li>• thorough discussion of how the episode meets the Australian Children’s Classification Criteria for C and P programs using examples</li> </ul>
C	<ul style="list-style-type: none"> <li>• sound overview of selected TV show outlining name, characters, target audience, main themes and trends of the show</li> <li>• sound description of the plot of the episode</li> <li>• script outlines most features such as character lines, scene directions, scene settings, camera shots and angles</li> <li>• storyboard outlines most features</li> <li>• sound explanation of how the episode supports a child development in chosen concept</li> <li>• sound discussion of how the episode meets the Australian Children’s Classification Criteria for C and P programs using detailed examples</li> </ul>
D	<ul style="list-style-type: none"> <li>• basic overview of selected TV show outlining name, characters, target audience, main themes and trends of the show</li> <li>• basic description of the plot of the episode</li> <li>• script outlines some features such as character lines, scene directions, scene settings, camera shots and angles</li> <li>• storyboard outlines some features</li> <li>• basic explanation of how the episode supports a child development in chosen concept</li> <li>• basic discussion of how the episode meets the Australian Children’s Classification Criteria for C and P programs using detailed examples</li> </ul>
E	<ul style="list-style-type: none"> <li>• very limited or no overview of selected TV show outlining name, characters, target audience, main themes and trends of the show</li> <li>• very limited or no description of the plot of the episode</li> <li>• script outlines limited features such as character lines, scene directions, scene settings, camera shots and angles</li> <li>• storyboard outlines limited or no features</li> <li>• very limited or no explanation of how the episode supports a child development in chosen concept</li> <li>• very limited or no discussion of how the episode meets the Australian Children’s Classification Criteria for C and P programs using detailed examples.</li> </ul>



## BERKELEY VALE CAMPUS PASS ASSESSMENT TASK

Due Date: Term 1 Week 6

<b>Title:</b> Coaching		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 25%

### Syllabus Outcomes:

**PASS5-2** analyses the benefits of participation and performance in physical activity and sport

**PASS5-7** works collaboratively with others to enhance participation, enjoyment and performance

**PASS5-8** displays management and planning skills to achieve personal and group goals

### Task Description:

You will be required to complete a coaching session in pairs utilising knowledge developed in both theory and practical lessons during the coaching unit. The assessment task is broken up into both theory and practical components.

#### Lesson Plan (in pairs) 10 marks

You are required to:

- develop a detailed coaching plan for a sport of your choice, targeting 14-16 year olds
- type and upload the coaching plan to Google Classroom on the provided proforma incorporating diagrams, key teaching points and relevant questions
- include an introduction, warm-up, skill development activity, a drill to reinforce the skill in a game sense activity, cool down and conclusion
- not use activities that have been provided in class
- prepare for this assessment task in the 2 lessons given to you

#### Coaching Session (in pairs) 10 marks

You are required to:

- use your coaching plan to teach the class
- modify the activity to make it harder once the group has mastered the first task. This may include an extra ball, increasing the playing area or changing a rule
- deliver your paired coaching session during your 1 period given to you

#### Evaluation (individually) 5 marks

At the conclusion of the coaching session each of you will have a 5 minute discussion with your teacher about the strengths and weaknesses of the coaching session and how you could have improved.

You need to utilise all information on Google Classroom including scaffolds to support your achievement in this task.

### Assessment Task Support Information:

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

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

### To do well in this assessment task I must:

- **have the equipment required to complete this task:** correct uniform (sport shorts, sport shirt and joggers)
- organise the practical gear in advance to the coaching lesson through the class teacher

Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• demonstrate extensive knowledge of their chosen sport</li> <li>• demonstrate extensive understanding of coaching principles while teaching the class</li> <li>• provide extensive evidence of their session planning</li> <li>• utilise the entire time frame</li> <li>• provide an extensive evaluation of their coaching performance, analysing all of their strengths and weaknesses and specified how they could improve</li> </ul>
B	<ul style="list-style-type: none"> <li>• demonstrate thorough knowledge of their chosen sport</li> <li>• demonstrate thorough understanding of coaching principles while teaching the class</li> <li>• provide thorough evidence of their session planning</li> <li>• utilise the majority of the time frame</li> <li>• provide a thorough evaluation of their coaching performance, analysing most of their strengths and weaknesses and mentioned ways they could improve</li> </ul>
C	<ul style="list-style-type: none"> <li>• demonstrate satisfactory knowledge of their chosen sport</li> <li>• demonstrate satisfactory understanding of coaching principles while teaching the class</li> <li>• provide satisfactory evidence of their session planning</li> <li>• utilise some of the time frame</li> <li>• provide a satisfactory evaluation of their coaching performance, analysing some of their strengths and weaknesses</li> </ul>
D	<ul style="list-style-type: none"> <li>• demonstrate basic knowledge of their chosen sport</li> <li>• demonstrate basic understanding of coaching principles while teaching the class</li> <li>• provide basic evidence of their session planning</li> <li>• utilise minimal of the time frame</li> <li>• provide a basic evaluation of their coaching performance, listing some of their strengths and weaknesses</li> </ul>
E	<ul style="list-style-type: none"> <li>• demonstrate very limited knowledge of their chosen sport</li> <li>• demonstrate very limited understanding of coaching principles while teaching the class</li> <li>• provide very limited evidence of their session planning</li> <li>• present one activity from their coaching lesson plan with no modifications</li> <li>• utilise minimal of the time frame</li> <li>• provide a very limited evaluation of their coaching performance, listing a strength and weakness</li> </ul>



## BERKELEY VALE CAMPUS PASS ASSESSMENT TASK

Due Date: Term 2 Week 10

<b>Title:</b> Netball		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 25%

### Syllabus Outcomes:

PASS5-9 performs movement skills with increasing proficiency

### Task Description:

This task will require you to participate in the Netball Unit to the best of your ability. You will be assessed on your offensive and defensive skills, game awareness skills and your ability to participate safely in the unit.

Your teacher will analyse and mark you on the following specific skill components:

#### Offensive Skills (5 marks)

- Finds, utilises and creates space
- Maintains possession in pressure situations
- Progresses the ball using a variety of approaches

#### Defensive Skills (5 marks)

- Operates effectively to shut down opposition
- Can read play and force opposition error
- Regularly intercepts and dispossesses the opposition

#### Game Awareness Skills (5 marks)

- Consistently involved and enthusiastic
- Can design and utilise tactics to improve team performance
- Displays excellent knowledge of the game
- Always positive and encourages team mates

#### Safety (5 marks)

- Performs and demonstrates safe movements throughout the skill

#### Websites that can assist you include:

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

### Assessment Task Support Information:

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

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

### To do well in this assessment task I must:

- **have the equipment required to complete this task:** correct uniform (sport shorts, sport shirt and joggers)
- refine fundamental and specialised movement skills in predictable and dynamic learning situations
- demonstrate movement activities and skills
- transfer skills from one activity to another
- participate in all lessons

Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• passes and receives with a high degree of accuracy and consistency and utilises a variety of techniques to achieve success. Maintains possession in pressure situations and can progress the ball using a variety of approaches against organised and intense defence. Finds, utilises and creates space for themselves and others</li> <li>• can operate effectively individually or as part of a team to shut down the opposition attack in most game situations. Can anticipate well and force opposition errors. Regularly intercepts and dispossesses the opposition. Takes initiative on occasions when opposition appears likely to score</li> <li>• constantly involved and enthusiastic. Always positive and encourages teammates. Displays an excellent knowledge of the game. Can design and utilise creative and effective tactics and strategies in attack and defence to improve team performance</li> <li>• consistently follows the safety procedures set out by the teacher</li> </ul>
B	<ul style="list-style-type: none"> <li>• passes and receives successfully in most game situations and occasionally improvises. Maintains possession in all game situations and has the skill to progress the ball through organised opposition defences. Displays the ability to find and use space. Contributes significantly to team attack in all areas of the field/court</li> <li>• moves positively in defence and shows awareness of other team members to restrict opposition attack in most game situations. Can anticipate some opposition plays resulting in intercepts and changes of possession. Can use different defensive patterns depending on circumstances</li> <li>• regularly involved and enthusiastic. Always positive and encourages teammates. Displays a good knowledge of the game. Can utilise tactics and strategies in attack and defence to improve team performance</li> <li>• follows the safety procedures set out by the teacher</li> </ul>
C	<ul style="list-style-type: none"> <li>• passes successfully to the target on most occasions and receives successfully when under a little or no pressure. Maintains possession in most situations and can progress the ball through simple opposition defences. Displays the ability to find space to receive a pass but limited ability to create space for supporting players. Contributes regularly to attacking play</li> <li>• can position themselves to restrict opposition attack in simple situations but rarely anticipates opposition movements. Intercepts successfully when in correct position and can dispossess unaware players. Makes some effort in defence and on transition</li> <li>• sometimes involved, enthusiastic and cooperative. Provides some support to teammates. Understands the game, knows and respects the rules but limited understanding of complex strategies and tactics</li> <li>• follows the majority of the safety procedures set out by the teacher</li> </ul>
D	<ul style="list-style-type: none"> <li>• passes with some accuracy and power and receives good passes successfully when not under pressure. Maintains possession in simple and predictable situations and can progress the ball in small stages down the court or field. Takes some advantage of the available space but cannot create or utilise space effectively. Has minimal involvement in the activity</li> <li>• positioning provides simple opposition offensive opportunities. Rarely intercepts or dispossesses opposition player. Makes contact with the attack only when necessary and remains stationary for lengthy periods. Displays limited ability to anticipate opposition and adapt to transitional phases in the game</li> <li>• basic involvement in game and rarely communicates or provides positive support and encouragement for team members. Basic knowledge and application of strategies, tactics and rules</li> <li>• follows the basic safety procedures set out by the teacher</li> </ul>
E	<ul style="list-style-type: none"> <li>• passes with very limited accuracy and power and receives some passes successfully when not under pressure. Maintains possession in simple and predictable situations and can sometimes progress the ball in small stages down the court or field. Takes no advantage of the available space but cannot create or utilise space effectively. Has very limited involvement in the activity</li> <li>• positioning provides very limited opposition and offensive opportunities. Rarely intercepts or dispossesses opposition player. Makes no contact with the attack. Displays very limited ability to anticipate opposition and adapt to transitional phases in the game</li> <li>• very limited involvement in game and rarely communicates or provides positive support and encouragement for team members. Very limited knowledge and application of strategies, tactics and rules</li> <li>• follows the basic safety procedures set out by the teacher</li> </ul>

# SCIENCE

Includes:

Marine Studies







## BERKELEY VALE CAMPUS SCIENCE ASSESSMENT TASK

Due Date: Term 1 Week 7

<b>Title:</b> Collaborative Depth Study		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 25%

### Syllabus Outcomes:

**SC5 – 4WS** develops questions or hypotheses to be investigated scientifically

**SC5 – 5WS** produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively

**SC5 – 6WS** undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively

**SC5 – 7WS** processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidenced-based arguments and conclusions

**SC5 – 8WS** applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems

### Task Description:

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 and will have 1 lesson to develop your plan. This will be submitted to your teacher in Week 5 for feedback. You will then have until Week 7 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
- developing a plan for your investigation
- conducting the experiment by repeating and averaging results and developing graphs and tables
- compiling 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
- expensive 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)

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

**To do well in this assessment task I must:**

- complete all components of the task
- ask my teacher for assistance if required

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

E	<ul style="list-style-type: none"><li>• asks questions and attempts prediction</li><li>• performs safe, ethical first-hand scientific investigations with guidance</li><li>• recounts conclusions</li><li>• uses information provided and, with assistance, participates in problem-solving activities</li><li>• with guidance, communicates elementary scientific information to an audience</li></ul>
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**BERKELEY VALE CAMPUS  
SCIENCE ASSESSMENT TASK**

**Due Date:** Term 2 Week 1

<b>Title:</b> Genetics Task		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 25%

**Syllabus Outcomes:**

**SC5-14LW** analyses interactions between components and processes within biological systems

**SC5-15LW** explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society

**Task Description:**

You must research the family tree of an individual listed below with a genetic disorder.

- Prince Leopold (Haemophilia)
- Alexei Nikolaevich (Haemophilia)
- Queen Victoria (Haemophilia)
- Habsburg Dynasty (Habsburg Jaw)

Note: You may use your own family tree if you wish.

**Part 1** (tick when completed)

Your task is to draw the family tree showing:

- a minimum of 3 generations
- the correct symbols for males and females
- the correct symbols for affected, non-affected and carriers
- the correct symbols for marriages and siblings
- pictures of at least two individuals
- include a bibliography identifying where you found your information

**Part 2** (tick when completed)

You must research the genetic disorder affecting individuals in the family you have chosen for your family tree. The following information will need to be presented using Google Slides;

- identify, as a ratio, how common it is within Australia
- describe how the disease is inherited (is it recessive or dominant, is it autosomal or sex linked)
- explain how the disorder affects individuals and their offspring
- evaluate whether couples should undergo genetic testing prior to having children

You will have one week to work on a plan of this task. After that time, you must bring the task 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 continue working on 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.

**Assessment Task Support Information:**

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

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

**To do well in this assessment task I must:**

- submit a draft by the due date
- make changes based on the feedback I receive
- follow all task guidelines

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



**BERKELEY VALE CAMPUS**  
**MARINE STUDIES ASSESSMENT TASK**

**Due Date:** Term 1 Week 4

<b>Title:</b> Marine Industry Examination		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 30%

**Syllabus Outcomes:**

**MAR5-11** identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits

**MAR5-13** collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information

**Task Description:**

In this assessment students will need to demonstrate their understanding by completing a theory examination as well as a practical assessment of marine related skills.

The theory examination of 20 first aid questions will cover the areas of;

- marine organisations
- water safety and first aid

In the practical component of the assessment students will need to demonstrate;

- safe water practices (CPR)
- treatment of basic first aid procedures (treating breaks or bleeding)

**Assessment Task Support Information:**

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

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

**To do well in this assessment task I must:**

- complete all components of the task
- ask my teacher for assistance if required

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



**BERKELEY VALE CAMPUS**  
**MARINE STUDIES ASSESSMENT TASK**

**Due Date:** Term 1 Week 11

<b>Title:</b> Rock Platform Survey		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 35%

**Syllabus Outcomes:**

- MAR5-1** identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships
- MAR5-2** identifies, describes and evaluates the social and economic importance of marine ecosystems
- MAR5-7** identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment
- MAR5-14** recalls aspects of the marine environment using relevant conventions, terminology and symbols

**Task Description:**

You will be conducting a field work excursion at a local rock platform to study the different zones, microhabitats and adaptations of organisms present.

**Field Work**

You will work in groups to conduct a field work study of the different zones and microhabitats of a local rock platform. During this study you will use various field work techniques to study the site in general as well as specific features and organisms.

Your teacher will provide you with a field work study scaffold prior to the excursion.

**Field Work Report**

Once you have collected data from the field, you will be required to submit a Field Work Report based on the information you have gathered.

This will be submitted online in the classwork section of the 'Marine Studies Google Classroom'.

**Assessment Task Support Information:**

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

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

**To do well in this assessment task I must:**

- complete all components of the task
- ask my teacher for assistance if required



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

# TAS

Includes:

Food Technology

Industrial Technology Building and Construction

Industrial Technology Metal

Industrial Technology Timber





**BERKELEY VALE CAMPUS**  
**FOOD TECHNOLOGY**  
**ASSESSMENT TASK**

**Due Date:** Term 1 Week 9

<b>Title:</b> Fresh Food Wave		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 25%

**Syllabus Outcomes:**

**FT5-8** collects, evaluates and applies information from a variety of sources

**FT5-9** communicates ideas and information using a range of media and appropriate terminology

**Task Description:**

A large food manufacturing company has decided that they would like to increase their market share by creating a line extension of an existing product. They would like you to take one of their very successful products that is currently on the shelf and design a line enhancement for this product based on a health concern or health benefit. You need to report back to the company with a sample of this product and promotional strategies that will ensure this product is a success.

**Design Brief:**

Choose a successful food product found on Australian supermarket shelves. Design a line extension for this product which promotes a health benefit which would be appropriate to sell for your chosen food manufacturing company. To ensure your food product is successful, you must accompany your product with an adequate marketing strategy.

**Design Process Documentation:**

You will individually complete the following tasks in a presentation format (Google Slides, Canva, PowerPoint).

- Title page - including the name of your new product
- Research:
  - market research - what already exists in the market?
  - identify a target market
  - scientific research - what evidence supports the inclusion of the health ingredients? What health benefits will they provide to the consumer?
- Creating and developing ideas:
  - brainstorm ideas - a mind map including at least four ideas for new products
  - recipes - for one of your brainstormed ideas provide two different recipes that may be suitable to make your product. For each of these recipes provide an advantage and disadvantage of each
  - Final idea - justify why you have chosen this food product
  - Produce - provide a sample for your manufacturing company to taste
  - Include a final recipe - final recipe with adjustments made from experiments and tests
- Marketing
  - describe the 4 P's according to your design idea
  - design an engaging Instagram post that you could use to market your product
  - present your marketing campaign to the board of the large manufacturing company who asked you to design and produce their new product
  - Bibliography - use a variety of reliable sources and present on the template provided

**Assessment Task Support Information:**

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

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

**To do well in this assessment task I must:**

- use reliable sources
- present information in an engaging manner
- create a sample of my new product
- include a bibliography

<b>Grade</b>	<b>Marking Criteria</b>
A	<ul style="list-style-type: none"><li>• devise and produce an outstanding, creative and unique line extension which would be successfully sold and marketed</li><li>• extensively communicate ideas and information using a range of media and appropriate terminology</li><li>• collect, evaluate and apply information from a wide variety of reliable sources</li></ul>
B	<ul style="list-style-type: none"><li>• devise and produce a creative line extension which would be successfully sold and marketed</li><li>• thoroughly communicate ideas and information using a range of media and appropriate terminology</li><li>• collect, evaluate and apply information from a variety of sources</li></ul>
C	<ul style="list-style-type: none"><li>• devise a line extension for a current product</li><li>• communicate ideas and information to a limited level of competence using some media</li><li>• collect and present information from some sources</li></ul>
D	<ul style="list-style-type: none"><li>• devise a line extension for a current product</li><li>• communicate ideas and information to a limited level of competence using some media</li><li>• collect and present information from some sources</li></ul>
E	<ul style="list-style-type: none"><li>• devise a non-practical line extension for a current product</li><li>• communicate ideas to a very limited level of competence</li><li>• present information using little to no sources or evidence to support ideas</li></ul>



**BERKELEY VALE CAMPUS**  
**FOOD TECHNOLOGY**  
**ASSESSMENT TASK**

**Due Date:** Term 2 Week 8

<b>Title:</b> Fabulous Formal Food		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 25%

**Syllabus Outcomes:**

**FT5-1** demonstrates hygienic handling of food to ensure a safe and appealing product

**FT5-10** selects and employs appropriate techniques and equipment for a variety of food-specific purposes

**Task Description:**

**Design Brief**

You have been elected by your peers to form part of the Year 10 Formal Committee. Mingara Recreation Club would like to ensure that all food served will be enjoyed by your peers. They have asked you to design a sweet or savory appetiser that can be served as your year group arrive at the venue.

**Task requirements**

You will work with a partner to select an appropriate appetiser and prepare this in class on your specified practical date.

You will need to:

- create a recipe card for your chosen recipe
- prepare 10 serves of your appetiser on your specified practical day
- produce an appropriate serve size for each serve of your appetiser
- ensure your appetiser contains a garnish and sauce technique
- plate up appropriately on a clean plate, which is an appropriate size and style for your chosen appetiser
- demonstrate appropriate hygienic and safe handling of food
- peer review another groups appetiser and presentation

This is a practical task. The only theoretical requirements are your recipe card and peer review.

**Assessment Task Support Information:**

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

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

**To do well in this assessment task I must:**

- **have the equipment required to complete this task: correct PPE, container and tea towel**
- select a visual appealing garnish and sauce technique to present my dish

Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• demonstrates outstanding hygienic handling of food to ensure a safe and very highly appealing appetiser</li> <li>• selects and employs very challenging food preparation techniques to prepare and present an exceptional appetiser for the Year 10 Formal</li> </ul>
B	<ul style="list-style-type: none"> <li>• demonstrates high level hygienic handling of food to ensure a safe and highly appealing appetiser</li> <li>• selects and employs challenging food preparation techniques to prepare and present a creative appetiser for the Year 10 Formal</li> </ul>
C	<ul style="list-style-type: none"> <li>• demonstrates sound hygienic handling of food to ensure the preparation of a safe appetiser</li> <li>• selects and employs satisfactory food preparation techniques to prepare and present an appetiser for the Year 10 Formal</li> </ul>
D	<ul style="list-style-type: none"> <li>• demonstrates basic hygienic handling of food to ensure the preparation of a safe appetiser</li> <li>• selects and employs limited food preparation techniques to prepare an appetiser</li> </ul>
E	<ul style="list-style-type: none"> <li>• demonstrates elementary hygienic handling of food</li> <li>• selects and employs very limited food preparation techniques</li> </ul>



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

**Due Date:** Term 2 Week 10

<b>Title:</b> Project 1		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 50%

**Syllabus Outcomes:**

**IND5-2** applies design principles in the modification, development and production of projects

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

**Task Description:**

You are to design and construct two small projects as decided by your teacher. While you are constructing these projects you are required to:

- implement risk management procedures when undertaking any activity within the workshop
- work in collaboration with others during the assembly of projects
- produce a construction log
- investigate techniques used to manufacture products that include framing materials.
- investigate framing builds theory behind making houses.

**Assessment Task Support Information:**

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

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

**To do well in this assessment task I must:**

- **have the equipment required to complete this task:** leather shoes, pencil-case with all required stationary
- participate in all classroom learning activities
- ensure my design and production folio is completed to a very high standard
- follow all procedures introduced especially those in line with Workplace Health and Safety
- use appropriate terminology and standards introduced

Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• independently and consistently identifies and applies the principles of risk management when undertaking any process within the workshop to manipulate materials or whilst using hand and power tools</li> <li>• always communicates effectively whilst taking a leading role when working in collaboration with other students towards a common goal</li> <li>• extensive understanding of techniques used to framing materials</li> <li>• exhibits an extensive understanding of the skills and techniques required to complete framing activities</li> </ul>
B	<ul style="list-style-type: none"> <li>• consistently identifies and applies the principles of risk management when undertaking any process within the workshop to manipulate materials or whilst using hand and power tools</li> <li>• mostly communicates effectively whilst taking a leading role when working in collaboration with other students towards a common goal</li> <li>• thorough understanding of techniques used to produce framing materials</li> <li>• exhibits a thorough understanding of the skills and techniques required to complete framing activities</li> </ul>
C	<ul style="list-style-type: none"> <li>• usually identifies and applies the principles of risk management when undertaking any process within the workshop to manipulate materials or whilst using hand and power tools</li> <li>• generally communicates effectively when working in collaboration with other students towards a common goal</li> <li>• sound understanding of techniques used to produce framing materials</li> <li>• exhibits a sound understanding of the skills and techniques required to complete framing activities</li> </ul>
D	<ul style="list-style-type: none"> <li>• intermittently identifies and applies the principles of risk management when undertaking any process within the workshop to manipulate materials or whilst using hand and power tools</li> <li>• sometimes communicates effectively when working in collaboration with other students towards a common goal</li> <li>• basic understanding of techniques used to produce framing materials</li> <li>• exhibits a basic understanding of the skills and techniques required to complete framing activities</li> </ul>
E	<ul style="list-style-type: none"> <li>• rarely identifies and applies the principles of risk management when undertaking any process within the workshop to manipulate materials or whilst using hand and power tools</li> <li>• does not communicate effectively when working in collaboration with other students towards a common goal</li> <li>• very limited understanding of techniques used to produce framing materials</li> <li>• exhibits a very limited understanding of the skills and techniques required to complete framing activities</li> </ul>





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

**Due Date:** Term 1 Week 3

<b>Title:</b> WHS and Ongoard Safety Training		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 10%

**Syllabus Outcomes:**

**IND5-1-** identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

**Task Description:**

In this task students are required to:

- Identify the power tools and machines that you will use throughout the year in the construction of your practical projects.
- Explain the use for each tool and machine.
- Complete all OnGuard Safety training modules set by your teacher.

You are also required to identify the safety hazards and risks of using each of the power tools and machines and explain strategies to reduce the risk of these hazards occurring. Pictures of each power tools and machine are required. This assignment will be completed during class time.

**Assessment Task Support Information:**

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

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

**To do well in this assessment task I must:**

- be aware of the tools and procedures I need to follow inside the metal workshops
- complete a detailed table of tools/machines to be used this year
- complete all OnGuard Safety Training modules set by the classroom teacher

Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• identifies all power tools and machines used in the construction of practical projects and completes all OnGuard Safety Training tasks.</li> <li>• demonstrates extensive knowledge and understanding of the risks, uses and hazards and how to reduce them for each power tool and machine.</li> <li>• uses correct formatting and submits task via Google Classroom</li> </ul>
B	<ul style="list-style-type: none"> <li>• identifies most power tools and machines used in the construction of practical projects and completes most OnGuard Safety Training tasks.</li> <li>• demonstrates a thorough knowledge and understanding of the risks, uses and hazards and how to reduce them for each power tool and machine.</li> <li>• uses correct formatting and submits task via Google Classroom</li> </ul>
C	<ul style="list-style-type: none"> <li>• identifies some power tools and machines used in the construction of practical projects and completes some OnGuard Safety Training tasks.</li> <li>• demonstrates sound knowledge and understanding of the risks, uses and hazards and how to reduce them for each power tool and machine.</li> <li>• uses mostly correct formatting and submits task via Google Classroom</li> </ul>
D	<ul style="list-style-type: none"> <li>• identifies a limited amount of power tools and machines used in the construction of practical projects and does not complete all set OnGuard Safety Training tasks.</li> <li>• demonstrates basic knowledge and understanding of the risks, uses and hazards and how to reduce them for each power tool and machine.</li> <li>• uses some correct formatting and required assistance to submit task via Google Classroom</li> </ul>
E	<ul style="list-style-type: none"> <li>• identifies few to no power tools and machines used in the construction of practical projects and does not complete any set OnGuard Safety Training Tasks.</li> <li>• demonstrates elementary knowledge and understanding of the risks, uses and hazards and how to reduce them for each power tool and machine.</li> <li>• uses incorrect formatting and does not submit task via correct platform</li> </ul>



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

**Due Date:** Term 2 Week 4

<b>Title:</b> Camping Stool and Folio		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 30%

**Syllabus Outcomes:**

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

**IND5-9** describes, analyses and uses a range of current, new and emerging technologies and their various applications

**Task Description:**

There are two components to this task.

**Part One**

You will be required to:

- read and interpret plans to fabricate a folding stool for camping or outdoor use
- keep a record of production (scaffold provided) and manufacture the stool using cutting/bending/folding equipment

**Part Two**

You will be sent a Google Form to complete on Google Classroom. Questions will include some multiple choice and short answer questions based on selecting and justifying the use of range of materials for specific purpose and comparing new emerging technologies to traditional technologies in metal fabrication.

You will have access to classroom materials including:

- scaffolded plans and production steps for the construction of the stool
- production calendar scaffold (Gant Chart)
- guided research opportunities and resources to aid you in your information gathering

**Assessment Task Support Information:**

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

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

**To do well in this assessment task I must:**

- complete a quality folding stool using correct folding and fabrication techniques
- complete all questions in the Google Form

Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• demonstrates an extensive knowledge and understanding of the project proposal requirements</li> <li>• reads and interprets plans with a very high level of skill in order to manufacture the project to exact specifications</li> <li>• google form is completed with a very high level of competence</li> </ul>
B	<ul style="list-style-type: none"> <li>• demonstrates a thorough knowledge and understanding of the project proposal requirements</li> <li>• reads and interprets plans with a high level of skill in order to manufacture the project to specifications</li> <li>• google form is completed with a high level of competence</li> </ul>
C	<ul style="list-style-type: none"> <li>• demonstrates a sound knowledge and understanding of the project proposal requirements</li> <li>• with assistance, reads and interprets plans with a sound level of skill in order to manufacture the project mostly to specifications</li> <li>• google form is completed with a sound level of competence</li> </ul>
D	<ul style="list-style-type: none"> <li>• demonstrates a basic knowledge and understanding of the project proposal requirements</li> <li>• with extensive assistance, reads and interprets plans with a basic level of skill in order to manufacture the project</li> <li>• google form is completed with a basic level of competence</li> </ul>
E	<ul style="list-style-type: none"> <li>• demonstrates very limited knowledge and understanding of the project proposal requirements</li> <li>• does not read or interpret plans and needs extensive assistance to complete the practical project</li> <li>• google form is completed with a very limited level of competence</li> </ul>



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

**Due Date:** Term 1 Week 6

<b>Title:</b> Research and Design – Cabinet		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 1	<b>Weighting:</b> 15%

**Syllabus Outcomes:**

**IND5-2** applies design principles in the modification, development and production of projects

**IND5-8** evaluates products in terms of functional, economic, aesthetic and environmental qualities and quantity of construction

**Task Description:**

Students will be required to undertake some initial research to design and construct a cabinet for a particular space within their homes. They will document this process through the production of a folio. Students will be required to undertake the following tasks:

- evaluate some existing cabinets that can be found on the market (at least 5)
- research where the major project will be located within their home.
- produce several preliminary sketches to show development of designs.
- produce several formalised drawings.
- calculate quantities and costs of materials and components.

**Extension Activities**

Undertake the development of a digital portfolio

**Assessment Task Support Information:**

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

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

**To do well in this assessment task I must:**

- participate in all classroom learning activities and complete all components of the task.
- ensure my design and production folio is completed to a high standard.
- complete online components that include OnGuard and Google Classroom.
- follow all procedures introduced especially those in line with Workplace Health and Safety.
- use appropriate terminology and standards introduced.
- attempt to complete all tasks.

Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• independently selects and uses a range of media to illustrate practical projects</li> <li>• independently and consistently applies skills and design principles to the development and production of new projects.</li> <li>• displays a comprehensive understanding of the use of spreadsheets and independently applies formulas to calculate costs</li> </ul>
B	<ul style="list-style-type: none"> <li>• uses a range of media to illustrate practical projects</li> <li>• consistently applies skills and design principles to the development and production of new projects.</li> <li>• displays a very good understanding of the use of spreadsheets and consistently applies formulas to calculate costs</li> </ul>
C	<ul style="list-style-type: none"> <li>• produces competent drawings to illustrate practical projects</li> <li>• applies skills and design principles to the development and production or modification of projects.</li> <li>• displays a sound understanding of the use of spreadsheets and can apply formulas to calculate costs</li> </ul>
D	<ul style="list-style-type: none"> <li>• produces simple drawings for practical projects</li> <li>• applies basic skills and design principles to the development and production or modification of projects.</li> <li>• displays a basic understanding of the use of spreadsheets and sometimes apply formulas to calculate costs</li> </ul>
E	<ul style="list-style-type: none"> <li>• produces elementary sketches related to practical projects</li> <li>• with assistance, applies elementary skills and design principles to the production or modification of projects.</li> <li>• displays a very limited understanding of the use of spreadsheets and rarely applies formulas to calculate costs</li> </ul>



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

**Due Date:** Term 2 Week 4

<b>Title:</b> Joinery Techniques		<b>Teacher Name:</b>	
<b>Year:</b> 10	<b>Stage:</b> 5	<b>Task Number:</b> 2	<b>Weighting:</b> 40%

**Syllabus Outcomes:**

**IND5-1** identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.

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

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

**Task Description:**

Students begin the construction phase of their major project which involves the production of panels and 2 sets of frames that are used in the assembly of the cabinet carcass. During this time students will be required to:

- implement Risk Management procedures when undertaking any activity within the workshop
- use specifications contained within each student's portfolio to begin development of practical project
- work in collaboration with others during the assembly of projects
- produce a construction log
- investigate the use of widening, housing and half lap joints

**Extension Activities**

Independently set up jig and Plunge Router with correct bit and cut housings in correct position and depth.

**Assessment Task Support Information:**

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

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

**To do well in this assessment task I must:**

- participate in all classroom learning activities and complete all components of the task.
- ensure my design and production folio is completed to a high standard.
- complete online components that include OnGuard and Google Classroom.
- follow all procedures introduced especially those in line with Workplace Health and Safety.
- use appropriate terminology and standards introduced.

Grade	Marking Criteria
A	<ul style="list-style-type: none"> <li>• independently and consistently identifies and applies the principles of risk management when undertaking any process within the workshop to manipulate materials or whilst using hand and power tools</li> <li>• independently and consistently applies skills and design principles to the development and production of new projects</li> <li>• always communicates effectively whilst taking a leading role when working in collaboration with other students towards a common goal</li> <li>• exhibits an extensive understanding of the skills and techniques required used produce a range of joinery methods for different applications</li> </ul>
B	<ul style="list-style-type: none"> <li>• consistently identifies and applies the principles of risk management when undertaking most processes within the workshop to manipulate materials or whilst using hand and power tools</li> <li>• usually applies skills and design principles to the development and production of new projects</li> <li>• mostly communicates effectively whilst taking a leading role when working in collaboration with other students towards a common goal</li> <li>• exhibits a very good understanding of the skills and techniques required used produce a range of joinery methods for different applications</li> </ul>
C	<ul style="list-style-type: none"> <li>• usually identifies and applies the principles of risk management when undertaking processes within the workshop to manipulate materials or whilst using hand and power tools</li> <li>• normally applies skills and design principles to the development and production of new projects</li> <li>• generally communicates effectively when working in collaboration with other students towards a common goal</li> <li>• exhibits a sound understanding of the skills and techniques required used produce a range of joinery methods for different applications</li> </ul>
D	<ul style="list-style-type: none"> <li>• intermittently identifies and applies the principles of risk management when undertaking processes within the workshop to manipulate materials or whilst using hand and power tools</li> <li>• occasionally applies skills and design principles to the development and production of new projects</li> <li>• sometimes communicates effectively when working in collaboration with other students towards a common goal</li> <li>• exhibits a basic understanding of the skills and techniques required used produce a range of joinery methods for different applications</li> </ul>
E	<ul style="list-style-type: none"> <li>• rarely identifies and applies the principles of risk management when undertaking processes within the workshop to manipulate materials or whilst using hand and power tools</li> <li>• has difficulty applying skills and design principles to the development and production of new projects</li> <li>• does not communicates effectively when working in collaboration with other students towards a common goal</li> <li>• exhibits a limited understanding of the skills and techniques required used produce a range of joinery methods for different applications</li> </ul>







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