

Hello,

I have a couple of options which may be of interest. Both really fall within the pedagogy and curriculum area, and the quality education in a Lutheran School theme. I'd be happy to do one or both.

Stephen

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Must, should and could – an approach to differentiation

Stephen Huth is currently an English and humanities teacher at LORDS in Queensland and has a Master of Learning Innovation in Middle Years Education. He has been a Director of Learning and Middle School Head, and has led middle years curriculum reform in his last two placements. Now, with a young family, he has returned to the classroom to 'sharpen the saw'.

This workshop will explore a simple yet powerful strategy for differentiating assessment tasks to cater to the full range of learner abilities in the classroom, from the profiled student who needs extra support and modification, through to the most able student who needs extension and extra challenge. It also provides a solution for those who teach children with special educational needs, as it offers an approach to 'built-in' modification of tasks.

This strategy encourages students to enter into conversations with each other and their teachers about the nature of assessment and the notion of quality, and to develop a literacy around assessment which helps them develop a deeper understanding of the purpose of their tasks and the various elements by which they are assessed.

Participants will first explore the strategy, seeing examples of what it looks like in a number of different contexts, and then workshop what it would look like if it were implemented in their own subject. Exemplars and resources will be available.

When too many cooks didn't spoil the broth

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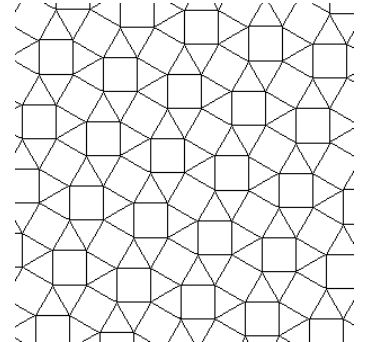
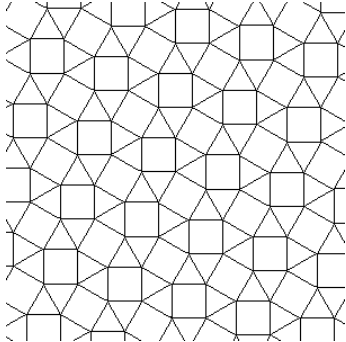
In the complex soup that is middle years education, there are many different ideas, fads, strategies and approaches. Compound this by adding a number of school, departmental and individual agendas, and it can become very difficult to work out what a 'bespoke school curriculum' looks like.

This is the story of a change management journey. The session will be primarily a recount of a middle years curriculum reform which was piggy-backed on to an Australian Curriculum review. The intention was to try to develop a middle school curriculum 'broth' which was consistent across subjects in terms of language, strategies, pedagogy, assessment and differentiation, but would also be tasty for the students.

Underpinning the approach was a desire to recruit early adopters and curriculum leaders who would be prepared to contribute to an extended community dialogue around education and to develop a single Lutheran middle school approach. The team that emerged, diverse and individual, developed a product which was 'owned' by the College, exceeded expectations, met the various stakeholder needs and sated the hunger of the middle years learners.



St Andrews
LUTHERAN COLLEGE



YEAR 7 MATHEMATICS
LOCATION AND TRANSFORMATION
SEMESTER I 2012

NAME: _____

INSTRUCTIONS - PLEASE READ CAREFULLY

Due Date: Monday 14 May 2012

1. Show all working.
2. Calculators and other technology may be used
3. Check your work carefully
4. Read the Assessment Criteria to clearly understand what is expected of you.

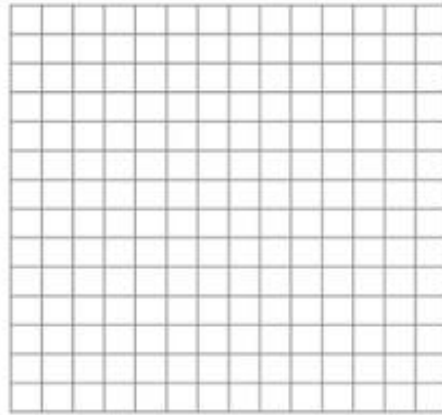
	Grade:
Knowledge & understanding:	
Thinking and reasoning:	
Communicating:	
Feedback:	
Signed: _____ Date: _____	

Cartesian Plane

Must do:

On the grid lines below, draw a Cartesian plane placing all necessary labels onto the diagram. You must include all the words in the box.

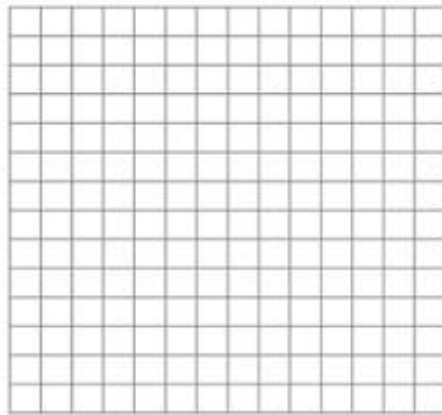
x and y axis; origin (0,0); quadrant I, II, III, and IV.



Should do:

- Plot the following coordinate points onto a Cartesian plane and
- Draw a straight line through the four points that form a straight line.

(3,1); (2,0); (-3, 3); (6,4); (-1,-3); (4,-5)



Could do:

On another Cartesian plane, design and draw a **basic** picture (e.g. letter of the alphabet, number, and basic animal). You must include enough coordinates for the picture, so that someone else could reproduce (copy) the picture.

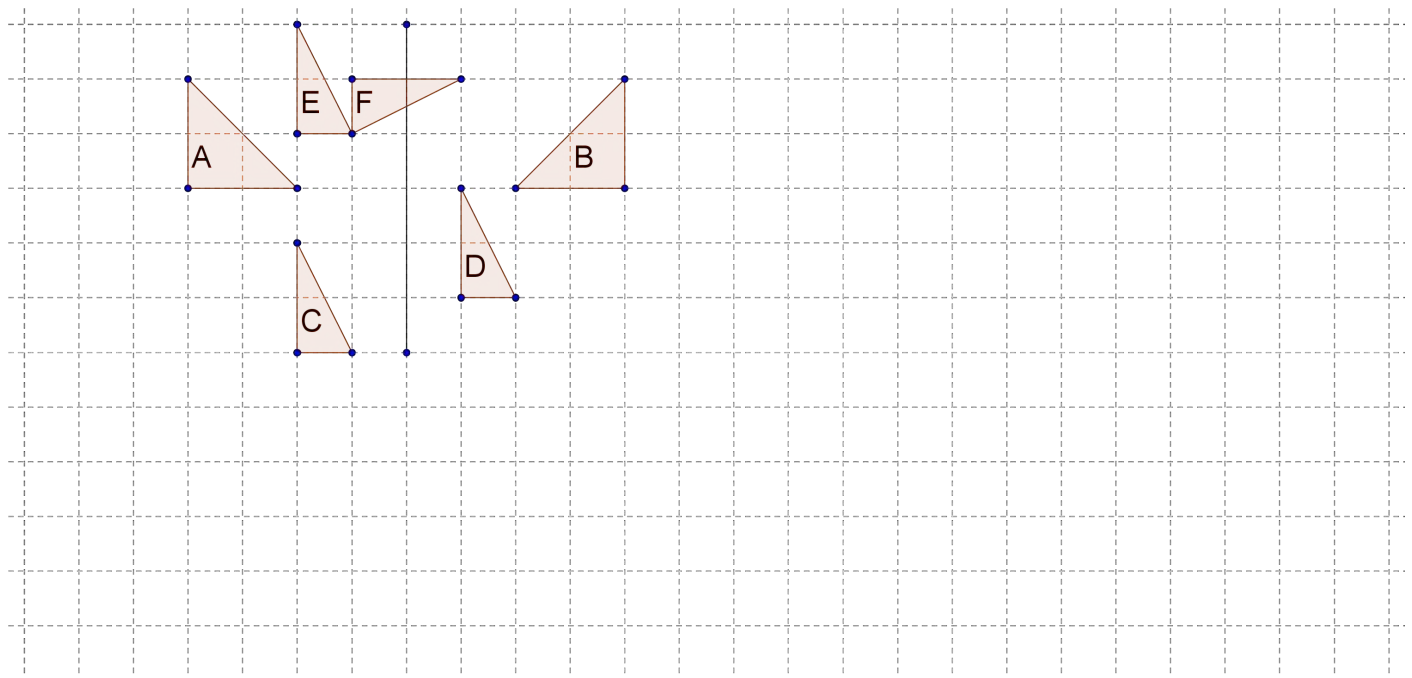
List coordinates for picture



Transformations

Must do:

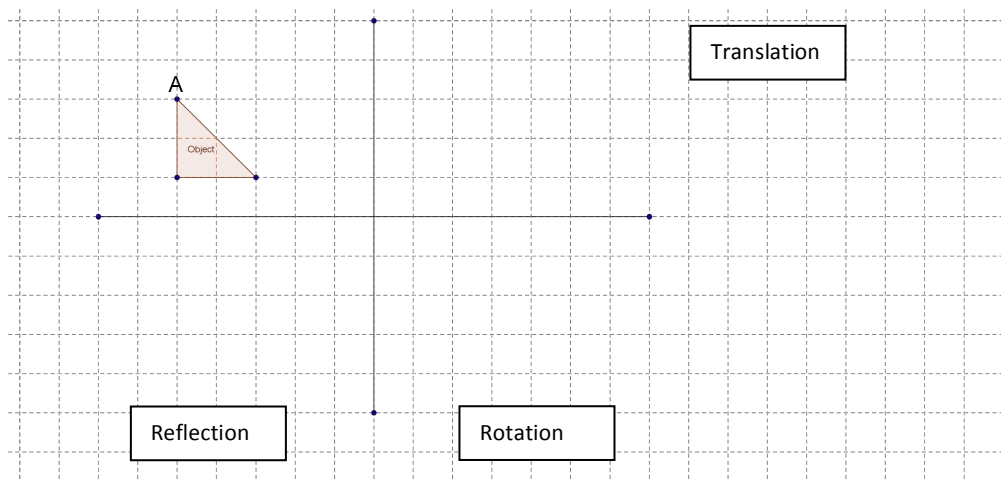
For the diagram below, decide which transformation has been used on the object to achieve the image.



Object	Image	Transformation used
A	B	_____
C	D	_____
E	F	_____

Should do:

1. On the graph paper below, perform the following transformations on the **original object**.
 - i) translate the object 6 right and 1 up.
 - ii) reflect in the x axis.
 - iii) rotate 180° about the origin.



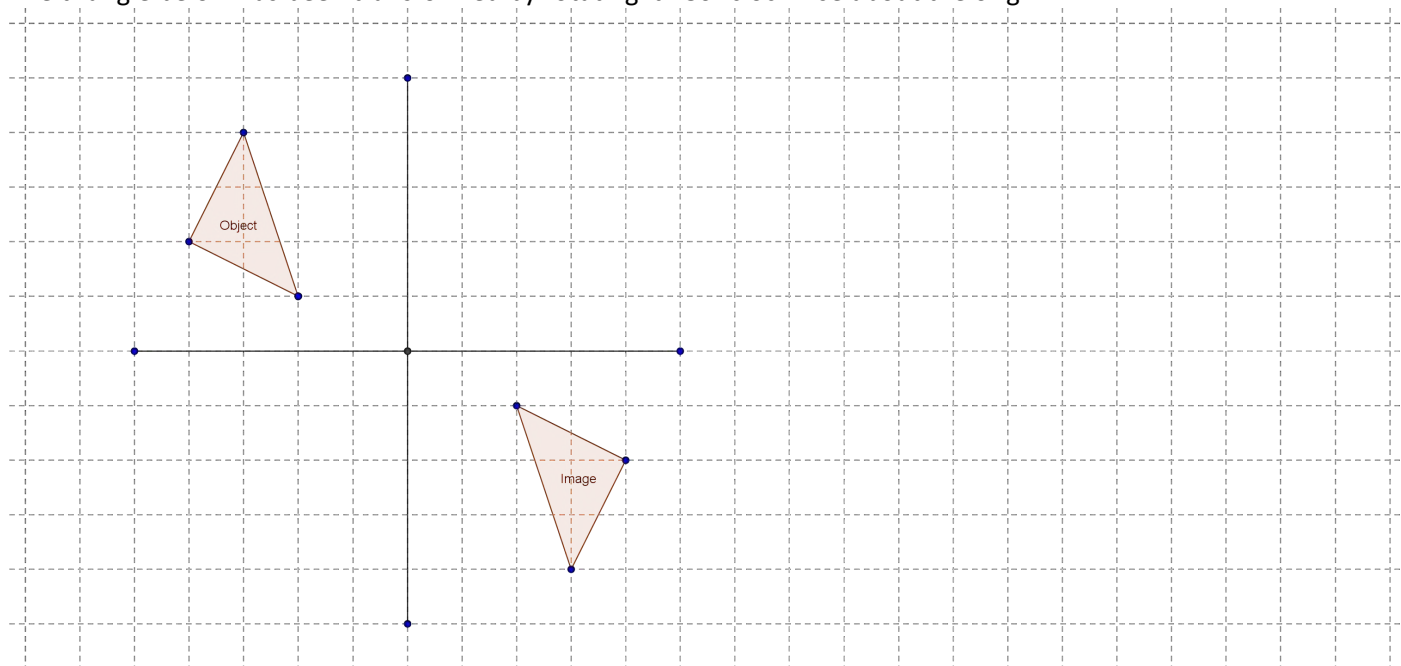
2) Complete the table below by recording (writing) the coordinates for vertex A after each transformation has been done.

Vertex A		
	Object coordinates	Image coordinates
Translation	(-5,3)	
Reflection		
Rotation		

Helpful website: [Transformation examples](#)

Could do:

The triangle below has been transformed by rotating it 180° clockwise about the origin.



Describe other ways the original triangle (object) could be transformed so that the same image is achieved.

1. _____
2. _____
3. _____
4. _____

Tessellations

Using your knowledge of transformations, create a tessellation by hand or by using digital technology (GeoGebra, Google sketch-up or similar). The links below will assist you in creating your own tessellation.

[Tessellation examples](#)

[Interactive tessellation activity](#)

Two methods of tessellations that can be done by hand:

1. [Paper and scissors method](#) (easier to execute)
2. [Dot paper method](#)
 - [Hexagonal dot paper.pdf](#)
 - [Square dot paper.pdf](#)

****** You need to include at least 4 steps describing how you have performed your tessellation. This can be done using drawings, photographs or in words.**

(The size of the tessellation should be **NO** bigger than 10cm by 10cm and needs to be attached to your assignment.)

Criteria	A	B	C	D	E
<p>Knowledge & Understanding</p> <p>Cartesian Plane</p> <p>Transformations</p>	<p>Comprehensive knowledge and understanding of concepts, facts and procedures.</p> <ul style="list-style-type: none"> All Cartesian planes are labelled correctly with all coordinates placed accurately on the grid with no errors. Straight line is accurately drawn through all 4 points. Basic picture is drawn accurately with sufficient coordinates listed to reproduce the exact picture. <p>All three transformations are correct (must do).</p>	<p>Thorough knowledge and understanding of concepts, facts and procedures.</p> <ul style="list-style-type: none"> Most Cartesian planes are labelled correctly with most coordinates placed accurately on the grid with minor errors. Straight line is accurately drawn through 3 points. Basic picture is drawn accurately with enough coordinates listed to reproduce most of the picture. <p>Two of the three transformations are correct (must do).</p>	<p>Satisfactory knowledge and understanding of concepts, facts and procedures</p> <ul style="list-style-type: none"> Most Cartesian planes are labelled correctly with some coordinates placed accurately on the grid with minor errors. Straight line is accurately drawn through 2 points. Basic picture is drawn with some correct coordinates listed. <p>One of the three transformations is correct (must do).</p>	<p>Variable knowledge and understanding of concepts, facts and procedures</p> <ul style="list-style-type: none"> Some Cartesian planes have labels with a few coordinates correctly placed onto grid. Straight line is drawn somewhere on the grid. Basic picture is drawn with no coordinates listed. <p>No transformations are correct (must do).</p>	<p>Rudimentary knowledge and understanding of concepts, facts and procedures</p> <ul style="list-style-type: none"> No Cartesian planes have been drawn correctly. No straight line has been attempted. No picture has been attempted.
<p>Thinking & Reasoning</p> <p>Transformations</p> <p>Tessellations</p>	<p>Insightful application of mathematical processes to generate solutions and check for reasonableness</p> <ul style="list-style-type: none"> Accurately drawn triangles for all 3 transformations with no errors. Vertex A has been correctly labelled (A') for each image and correct coordinates listed for all 3 transformations. No errors. Correctly and accurately describes 3 or more different ways in which image could be achieved using a variety of transformations. <p>Maximum grade for this achievement is A-</p> <ul style="list-style-type: none"> Correctly and accurately completes a tessellation using the dot paper method. Tessellation design shows complexity by using an irregular shape. Effective and interesting use of colour to enhance the visual appeal of the design. <p>No errors add 2 grade points (eg A- to A+)</p> <p>With errors add 1 grade point (eg A- to A)</p> <p>Little or no success, no change to grade point</p>	<p>Proficient application of mathematical processes to generate solutions and check for reasonableness</p> <ul style="list-style-type: none"> Accurately drawn triangles for all 3 transformations with minimal errors. Vertex A has been labelled incorrectly (A) for each image however coordinates are correctly listed for all 3 transformations. Minimal errors. Correctly and accurately describes 2 different ways in which image could be achieved using a variety of transformations. <p>Maximum grade for this achievement is a B-</p> <ul style="list-style-type: none"> Correctly and accurately completes a tessellation using the paper and scissors method. Tessellation design has been completed by using a regular shape. Interesting use of colour to enhance visual appeal of the design. <p>OR</p> <p>Dot paper method has been chosen with minor errors, using a regular shape.</p> <p>Increase grade points for the tessellation criteria.</p>	<p>Competent application of mathematical processes to generate solutions and check for reasonableness</p> <ul style="list-style-type: none"> Accurately drawn 2 transformations with minor errors. Vertex A has not been labelled for each image however coordinates for the 2 transformations are correctly listed. Correctly describes 1 different way in which image could be achieved using another transformation. <p>Maximum grade for this achievement is a C.</p> <ul style="list-style-type: none"> A basic tessellation has been successfully attempted using a regular shape. Colour has been used to increase visual appeal. <p>OR</p> <p>A more advanced tessellation method has been attempted with a major errors.</p> <p>Increase grade points for the tessellation criteria.</p>	<p>Variable application of mathematical processes to generate solutions and check for reasonableness</p> <ul style="list-style-type: none"> 1 transformation has been drawn with no errors. Vertex A has not been labelled for each image however the coordinates for the 1 transformation is correctly listed. Does not attempt to describe another way in which image could be achieved. <ul style="list-style-type: none"> A basic tessellation has been attempted using a regular shape. With errors. Colour has been used but it does not increase visual appeal. <p>OR</p> <ul style="list-style-type: none"> A more advance tessellation method has been attempted with no success. 	<p>Minimal application of mathematical processes to generate solutions and check for reasonableness</p> <ul style="list-style-type: none"> Transformations have been attempted with errors. Vertex A has not been labelled for each image and no coordinates have been completed correctly. <ul style="list-style-type: none"> No tessellation has been attempted.

Criteria	A	B	C	D	E
<p>Communicating</p> <p>(one tick per bullet point for this criteria – average to obtain overall grade)</p> <p>Diagrams, Description of transformation and tessellation.</p>	<p>Clear and accurate communication of ideas, explanations and findings using mathematical representations, language and technologies</p> <ul style="list-style-type: none"> • <i>All Cartesian planes are drawn in pencil and with a ruler.</i> • <i>Arrows are placed on the end of each line indicating they continue.</i> • <i>Coordinates are all written in brackets with commas between x and y coordinates</i> • <i>Correct mathematical language is used to describe possible transformations (could do).</i> • <i>At least 4 steps have been shown to clearly and accurately describe how the tessellation was completed.</i> 	<p>Coherent and accurate communication of ideas, explanations and findings using mathematical representations, language and technologies</p> <ul style="list-style-type: none"> • <i>All Cartesian planes are drawn with a ruler but with biro.</i> • <i>Arrows are placed on the end of most lines indicating they continue.</i> • <i>Coordinates are mostly written in brackets with commas between coordinates. Minor errors.</i> • <i>Descriptions of transformations are described using some mathematical language (could do)</i> • <i>At least 3 steps have been shown to clearly and accurately describe how the tessellation was completed.</i> 	<p>Sound communication of ideas, explanations and findings using mathematical representations, language and technologies</p> <ul style="list-style-type: none"> • <i>Some Cartesian planes have been drawn correctly but with no ruler.</i> • <i>Some lines have arrows on each end.</i> • <i>Most coordinates are written in brackets with no commas between coordinates.</i> • <i>Transformations are accurately described; however no mathematical language was used (could do).</i> • <i>Some steps have been included to describe how the tessellation was completed.</i> 	<p>Disjointed communication of ideas, explanations and findings using representations, language and technologies</p> <ul style="list-style-type: none"> • <i>Cartesian planes have been drawn free hand.</i> • <i>No lines have arrows on each end.</i> • <i>Coordinates are written without brackets.</i> • <i>Transformations are briefly described in basic language (could do).</i> • <i>Steps have been included to describe the tessellation, with errors.</i> 	<p>Unclear communication of ideas, explanations and findings using representations, language and technologies</p> <ul style="list-style-type: none"> • <i>No Cartesian planes have been drawn.</i> • <i>No coordinates have been listed correctly.</i> • <i>No description of the transformations has been included.</i> • <i>Some steps have been included to describe the tessellation.</i>

Subject: Science – Year 7

Unit title: Fair Tests & Mixtures - Task #5

Semester/term: Semester 2, Term 3

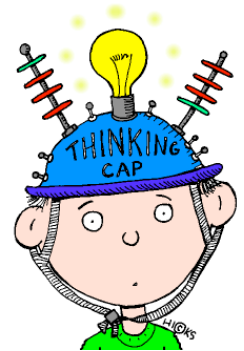
Teacher: _____

Student: _____ Year/LAG: _____

Date Issued: _____

Time limit: 50 mins

BACKGROUND: Students will undertake a limited conditions task to answer a series of questions about Fair Tests and Mixtures.

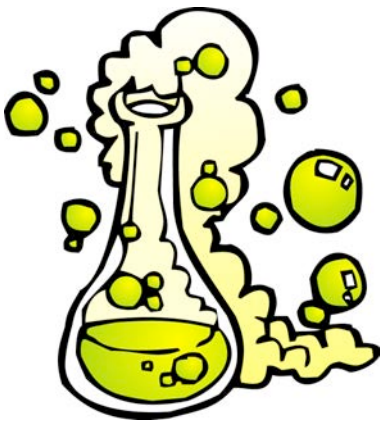


REQUIREMENTS OF THE TASK:

Must do: Students must attempt all questions in the MUST DO section

Should do: Students should attempt all questions in the SHOULD DO section

Could also do: Students could also attempt all questions in the COULD ALSO DO section



CONDITIONS FOR TASK:

- Individual assessment only (normal test conditions apply)
- Task must be completed within the set timeframe (one lesson)
- Students are to attempt all “MUST DO” questions

MUST DO



Questions 1-4: Knowledge and Understanding Criterion

1. Complete the table below using the following words:
solute, solvent, solution, sediment, filtrate, suspension.

Definition	Answer
Liquid in which a substance dissolves	
Insoluble particles dispersed in a liquid	
Liquid passing through a filter paper	
Substance that dissolves in a liquid	
What is formed when a solute dissolves in a solvent	
An insoluble substance that sinks to the bottom of a container	

2. Recall one separating technique that could be used to separate the following:

- a. Large rocks and sand _____
- b. Sand in water _____
- c. Water and dissolved salt _____
- d. Metal fragments in engine oil _____

3. Explain what is meant by a '*concentrated solution*'

4. Using your in-class research notes, briefly describe one separating technique that is used in the home

Questions 5-8: Investigating Criterion

5. When conducting a fair test, what is a variable?

6. Explain the difference between an independent variable and a dependent variable:

7. Why should only one variable at a time be changed in scientific investigations?

8. Identify a least four variables that might affect how quickly a pot plant grows:

Questions 9: Reflecting Criterion

9. Provide two reasons why the separating technique you described in Questions 4 is important in the real world

SHOULD DO

Question 10: Knowledge Criterion

You have been given a bucket containing iron nails, salt, oil and water.



10. a) Is this a mixture or a pure substance? Explain your answer :

b) Identify the solvent, solute and sediment within the bucket:

Solvent _____

Solute _____

Sediment _____

Question 11: Investigating Criterion

11. a) Choose a type of graph you would use to show the proportion of time you spend each day sleeping, eating, playing sport, watching TV, using the computer, going to school.

b) Explain why you think this form of graph represents the data most effectively

c) What other types of graphs could you have drawn to represent the information? (give at least two different types)

d) Identify one type of graph that **WOULD NOT** be suitable to represent this information. Explain why:

Question 12: Reflecting Criterion

12. Why are fair tests important in Science?

COULD ALSO DO

Question 13: Knowledge and Understanding Criterion

13. a) You are given two solutions of sugar in water, each of a different concentration. How could you tell which is the more concentrated (without tasting them)?

b) Milk is often described as being 'pure' but can be separated into various components using a centrifuge. How, then, can it be advertised as 'pure' milk?

c) How could you separate a mixture of sand and salt? (assume the particles are the same size)

Question 14: Reflecting Criterion

14. Why is it important to be able to split mixtures into their separate components?

Question 15: Investigating Criterion

Design a simple experiment that tests the effectiveness of 3 different washing powders.
You need to:

- Identify the possible variables
- State which variable you are controlling
- Write an appropriate method.

Possible variables:

Controlled variable: _____

Method:



St Andrews Lutheran College: Year 7

Criteria Sheet: Science - Term 2

Task #5: Unit test – Fair tests and Marvellous Mixtures



Name: _____ Class: _____ Teacher: _____

Your work/task demonstrates evidence of:

Assessable Elements	A	B	C	D	E
Knowledge and Understanding	You have shown (Q13): <ul style="list-style-type: none"> A comprehensive understanding of mixtures and separating techniques 	You have shown (Q10): <ul style="list-style-type: none"> A thorough understanding of mixtures and separating techniques 	You have shown (Q1-4): <ul style="list-style-type: none"> A sound understanding of mixtures and separating techniques 	You have shown: <ul style="list-style-type: none"> A limited understanding of mixtures and separating techniques (some errors in Q 1-4) 	You have shown: <ul style="list-style-type: none"> A very limited understanding of mixtures and separating techniques (numerous errors in Q1-4)
Investigating	You have shown (Q15): <ul style="list-style-type: none"> Comprehensive investigating methods, including variables and experimental design 	You have shown (Q11): <ul style="list-style-type: none"> Thorough investigating methods, including appropriate use of graphs and justification 	You have shown (Q5-8): <ul style="list-style-type: none"> Sound investigating methods, including variables and experimental design 	You have shown: <ul style="list-style-type: none"> Limited investigating methods of experimental design (some errors in Q5-8) 	You have shown: <ul style="list-style-type: none"> Very limited investigating methods of experimental design (many errors in Q 5-8)
Communicating	You have shown: <ul style="list-style-type: none"> Very few/no errors in your spelling, punctuation and grammar Written expression is fluent and confident 	You have shown: <ul style="list-style-type: none"> A few errors in your spelling, punctuation and grammar. At times, written expression is fluent and confident. 	You have shown: <ul style="list-style-type: none"> A number of errors in your spelling, punctuation and grammar. Written expression is generally clear and ideas presented 	You have shown: <ul style="list-style-type: none"> A significant number of errors in your spelling, punctuation and grammar. Written expression is disjointed and confusing in places 	You have shown: <ul style="list-style-type: none"> Written expression is very unclear and confusing, with many errors in spelling, punctuation and grammar.
Reflecting	You have shown: <ul style="list-style-type: none"> A fully justified and appropriate reason as to why separation of mixtures is important 	You have shown: <ul style="list-style-type: none"> A justified and appropriate reason as to why fair tests are important in Science 	You have shown (Q9): <ul style="list-style-type: none"> Two relevant and fully explained reasons why separating techniques are important 	You have shown: <ul style="list-style-type: none"> A limited opinion on the importance of fair tests and separating techniques 	You have shown: <ul style="list-style-type: none"> A very limited opinion on the importance of fair tests OR separating techniques

Student self-reflection (to be completed prior to submission of assessment task):

* One question I completed really well in this test was

* The question I found the hardest was

* Next time I could improve my test by

Teacher Feedback:

The best aspect of your task:

Two points for improvements for next time:

Signed: _____ Date: _____

Subject: Science – Year 7

Unit title: Energy and Forces - Task #2

Semester/term: Semester 2, Term 3

Teacher: _____

Student: _____ Year/LAG: _____

Date Issued: _____

Date Due: _____

BACKGROUND:

REQUIREMENTS OF THE TASK: Students are to work individually to research one aspect of sports science where equipment is used to enhance/reduce forces in order to improve performance. Students will then create an advertisement to ‘sell’ this product, including their research. Finally, an evaluation of their product will be conducted.

Must do:

- Research one aspect of sports science equipment (it must be an aspect where forces are reduced or enhanced)
 - What are the features of the equipment?
 - How do these features enhance/reduce forces in the given sport/event in which it is utilised
- Design an advertisement that could go in a sports magazine that includes your research
- Conduct an evaluation of your product (describe 1 positive and 1 negative aspect)

Should do:

- Research one aspect of sports science equipment (it must be an aspect where forces are reduced or enhanced)
 - What are the features of the equipment?
 - How do these features enhance/reduce forces in the given sport/event in which it is utilised
 - How has the equipment been modified/improved over time?
- Describe how the equipment enhances/reduces forces in the given sport/event in which it is utilised, including force diagrams.
- Design an advertisement that could go in a sports magazine that includes your research and force diagrams
- Conduct an evaluation of your product (Describe 1 positive and 1 negative aspect and provide a suggestion of an improvement for future models)



Could also do:

- Research one aspect of sports science equipment (it must be an aspect where forces are reduced or enhanced)
 - What are the features of the equipment?
 - How do these features enhance/reduce forces in the given sport/event in which it is utilised

- How has the equipment been modified/improved over time? **Why?**
- Describe how the equipment enhances/reduces forces in the given sport/event in which it is utilised, including force diagrams and an explanation of all forces involved.
- Design an advertisement that could go in a sports magazine that includes your research, description/diagrams of forces and your explanation of forces
- Conduct an evaluation of your product (Describe 1 positive and 1 negative aspect and provide a suggestion of an improvement for future models). How has the change in design and technology improved the performances of sports people?

USE THE CHECK LIST PROVIDED TO ENSURE YOU HAVE COMPLETED EACH SECTION

Purpose: Persuade

Structure/Text type: Advertisement

Audience: Peers

Style: Semi-formal, passive voice

Presentation guidelines:

- Plan the layout of your advertisement – remember to include the essential elements of an advertisement (use colour, illustrations/pictures, symbols and headings etc)
- You can use whichever APP you like to make your advertisement, but it must be able to be emailed to the teacher (e.g. as a PDF) for marking.

CONDITIONS FOR TASK:

- Teacher to check advertisement ideas in class
- Computer generated – using appropriate advertisement layout
- Individual task/individual assessment results apply

Assessment time line	DATE DUE
Notification of assignment and receipt of title page	
Teacher to check research notes	
Teacher check – advertising plan	
Final product due	Monday 10 September

St Andrews Lutheran College: Year 7

Criteria Sheet: Science – Energy and Forces

Task #2: Sports Equipment Advertisement



Name: _____ Class: _____ Teacher: _____

Your work/task demonstrates evidence of:

Assessable Elements	A	B	C	D	E
Knowledge and Understanding	<p>You have shown:</p> <ul style="list-style-type: none"> A comprehensive knowledge of forces, including accurate force diagrams and clear explanations of how and why the equipment has been modified over time 	<p>You have shown:</p> <ul style="list-style-type: none"> A thorough knowledge of forces, including accurate force diagrams and clear explanations of how the equipment has been modified over time 	<p>You have shown:</p> <ul style="list-style-type: none"> A sound knowledge of forces relating to sports equipment 	<p>You have shown:</p> <ul style="list-style-type: none"> A limited knowledge of forces relating to sports equipment 	<p>You have shown:</p> <ul style="list-style-type: none"> A very limited knowledge of forces relating to sports equipment
Investigating	<ul style="list-style-type: none"> Excellent research undertaken to provide plentiful background information Excellent investigating methods to analyse the effect of equipment modifications on forces over time and why 	<ul style="list-style-type: none"> Good research undertaken to provide ample background information Good investigating methods to analyse the effect of equipment modifications on forces over time 	<ul style="list-style-type: none"> Satisfactory research undertaken to provide sufficient background information Satisfactory investigating methods to determine how equipment changes forces 	<ul style="list-style-type: none"> Poor research undertaken to provide some background information Poor investigating methods to determine how equipment changes forces 	<ul style="list-style-type: none"> Very poor research undertaken to provide limited background information Very poor investigating methods to determine how equipment changes forces
Communicating	<ul style="list-style-type: none"> Highly creative and effective advertisement, with excellent use of layout and colour Very few/no errors in your spelling, punctuation and grammar 	<ul style="list-style-type: none"> Creative and effective advertisement with good use of layout and colour A few errors in your spelling, punctuation and grammar 	<ul style="list-style-type: none"> Good advertisement with satisfactory use of layout and colour A number of errors in your spelling, punctuation and grammar 	<ul style="list-style-type: none"> Advertisement has poor use of layout and colour A significant number of errors in your spelling, punctuation and grammar 	<ul style="list-style-type: none"> Advertisement has very poor use of layout and colour Numerous errors in spelling, punctuation and grammar
Reflecting	<ul style="list-style-type: none"> In-depth evaluation, including 1 positive, 1 negative aspect and one improvement of your product. Changes in design that improve performance have been explained 	<ul style="list-style-type: none"> Thorough evaluation, including 1 positive, 1 negative aspect and one improvement of your product 	<ul style="list-style-type: none"> Simple evaluation, including 1 positive and 1 negative aspect of your product 	<ul style="list-style-type: none"> Limited evaluation on product 	<ul style="list-style-type: none"> Very limited evaluation on product

Student self-reflection (to be completed prior to submission of assessment task):

* One thing I completed really well in this assignment was

* The thing I found the hardest was

* I overcame this by

* Next time I could improve my task by

Teacher Feedback:

The best aspect of your task:

Two points for improvements for next time:

Signed: _____ Date: _____



Subject: English

Unit title: Visual Text – source task

Semester/term: Semester 1, Term 2

Teacher: Mr Huth

Student: _____ Year: _____

Date: Wednesday 15th May – Friday 17th May

BACKGROUND: In the last week we have started to learn about visual media and focused on the elements of visual media. We have practised analysing a number of magazine covers and movie posters.

REQUIREMENTS OF THE TASK:

1. Write a couple of sentences describing what you think the purpose of this text is and who you think the ‘target audience’ is.
2. You must choose one of the magazine covers on the attached sheet and identify a number of the elements of visual language used. You should use the list that we have used for the last few days to give you ideas on what to write about. You should use the **analytical paragraph structure** we have been using in class:
 - Identify the source and what visual element you are identifying
 - Give a definition of the element
 - Give an example (describe how it looks in the visual text)
 - Explain/elaborate on how/what the element communicates with the reader
3. Write a few sentences about how well you think the graphic artists have communicated with the reader. You need to make a judgement. Have they done a good job or not? The way you would judge this is to think about:
 - Purpose: have they achieved their purpose?
 - Audience: do you think that the people in the target audience would want to buy this magazine/see the movie after seeing the cover?
 - Whether the artists communicate effectively about what kind of articles and information is in the magazine or what is in the movie through the visual language on the cover

Must do: Your response must:

- Identify at least two different elements of visual text used in the image
- Write one paragraph about each element
- Your paragraphs will have a clear structure (like we learned in class)
 - Identify one element you think the **graphic artist** has used
 - Describe it in the text
 - Explain how it communicates
 - Explain what your example communicates (says) about the magazine/movie to the viewer
- After the 2 paragraphs, in a sentence or two, explain who the target audience is and whether this would persuade them to see the film or buy the magazine
- Try to use correct spelling and punctuation (full stops, capital letters, etc.)

Should do: Your response will:

- Identify at least three different visual elements used in the text
- You will write one paragraph about each element
- Your paragraphs will have a clear structure (described above)
- You will explain in detail how the **graphic artists** have used the elements – you will give a more detailed and accurate description of what the artists have tried to achieve
- Your elaboration on how the element communicates with the reader will be clear and accurate.
- You will try to write using a variety of sentences, correct spelling and correct punctuation
- You will try to use the visual text vocabulary that we have learned
- You will make a clear judgement about how well the artists have achieved their purpose and reached their target audience.

Could do:

- Identify three or more different visual elements used in the text
- Write one paragraph about each element
- Your paragraphs will have an effective structure and your ideas will flow clearly
- You will explain in detail how the **graphic artists** have used the elements – you will give a confident and sophisticated description of what they have tried to achieve
- Your elaboration on how the element communicates with the reader will be clear and accurate and show a developed understanding of visual language.
- You will write using a variety of well constructed sentences, correct spelling and correct punctuation
- You will accurately use the visual text vocabulary that we have learned
- You will make a sophisticated judgement about how well the artists have achieved their purpose and reached their target audience.

Purpose: to inform

Text type: Well constructed sentences

Audience: Teacher

Style: Formal, passive voice, use of jargon and technical language, neutral tone

CONDITIONS FOR TASK:

Notes allowed

Supervised test – 2 class lessons

Handwritten

Signed: _____

Date: _____





LORDS: Year 8

Criteria Sheet: English – Visual Text
Task: Source analysis

Name: _____

Class: _____

Teacher: _____

Your work/task demonstrates evidence of:

Assessable Elements	A	B	C	D	E
Ideas and Information in Texts – Analysis (RM)	You have demonstrated a sophisticated and developed understanding of the ways visual images have been used through your analysis of the visual language.	You have demonstrated an effective understanding of the ways visual images have been used through your analysis of the visual language.	You have demonstrated a reasonable understanding of the ways visual images have been used through your analysis of the visual language.	You have demonstrated a limited understanding of the ways visual images have been used through your analysis of the visual language.	You have demonstrated a very limited understanding of the ways visual images have been used through your analysis of the visual language.
Ideas and Information in Texts – Evaluation (RM)	You have discerningly evaluated how effectively the graphic artists have communicated with the reader through the visual images.	You have efficiently evaluated how effectively the graphic artists have communicated with the reader through the visual images.	You have made some evaluation of the ways the graphic artists have communicated with the reader through the visual images.	You have made a limited evaluation of the ways the graphic artists have communicated with the reader through the visual images.	You have made a very limited evaluation of the ways the graphic artists have communicated with the reader through the visual images.
Text Structures – PASS (RM)	You have been able to describe aspects of the purpose, audience, style and structure with accuracy and clarity.	You have been able to effectively describe aspects of the purpose, audience, style and structure.	You have been able to describe some aspects of the purpose, audience, structure and style.	You have been able to describe few aspects of the purpose, audience, structure and style.	You have been able to describe very few aspects of the purpose, audience, structure and style.
Language Features (RM)	You have discerningly described the ways in which visual language has been used in this text.	You have effectively described the ways in which visual language has been used in this text.	You have described the ways in which visual language has been used in this text.	You have given a limited description of the ways in which visual language has been used in this text.	You have given a very limited description of the ways in which visual language has been used in this text.
Ideas and information in texts (PM)	You have selected a variety of relevant ideas and facts and presented them in a highly effective way.	You have selected a number of relevant ideas and facts and presented them in an effective way.	You have selected some relevant ideas and facts and presented them in a clear way.	You have selected and presented some ideas but at times your meaning is not clear.	You have selected and presented few ideas but often your meaning is not clear.

Text structures (PM)	Your paragraph structure is very clear and fluent. Your information and ideas flow well. You have used a broad range of sentence structures.	Your paragraph structure is clear. There are few/no unrelated ideas. Your information and ideas flow quite well. You have used a range of sentence structures.	Your paragraph structure is mostly sound. There may be some unrelated ideas or the topic sentences or concluding sentences need attention. Your sentences are mostly clear.	Your paragraphs show some understanding of structure but you need to pay more attention to the topic sentence, body, and concluding sentences. Some sentences are unclear or difficult to understand.	Your paragraphs show little understanding of structure. You need to pay far more attention to the topic sentence, body, and concluding sentences. Many sentences are unclear or difficult to understand.
Language Features – grammar and vocabulary (PM)	Your written expression communicates your meaning in a very clear and sophisticated way. You have used a broad vocabulary which conveys your meaning very clearly.	Your written expression communicates your meaning in a clear and effective way. You have used a developed vocabulary.	Your written expression usually communicates your meaning clearly. You have used a reasonable vocabulary.	Your written expression is not consistently clear making it hard to understand what you mean. You have used a simple vocabulary.	Your written expression is quite unclear making it very hard to understand what you mean. You have used a very simple vocabulary.
Language Features – written (spelling and punctuation) (PM)	Your spelling of complex words is accurate. Your punctuation enhances the meaning of your text and makes use of more complex techniques.	Your spelling of most words is accurate. Your punctuation is effective and helps make your meaning clear.	Your general spelling is sound, although more complex words need attention. General punctuation is fair but at times, your meaning is not clear.	Your spelling of simple words is mostly accurate but there are errors in many more complex words. Punctuation is used with some effectiveness but meaning is often unclear.	There are many spelling errors, even in simple words. Punctuation is used with little effectiveness and meaning is very unclear.

Feedback:



Subject: Year 8 History

Unit title: Feudal Japan

Argumentative Essay - Feudalism in Japan and Europe

Semester 2, Term 3

Teacher: _____

Student: _____ Year: _____

Due Date: Week 6

BACKGROUND:

This term, you have been studying feudalism in Japan and have examined the way that Japan became a feudal society, through the actions of the three great unifiers, and then under the rule of the Tokugawa shoguns.

REQUIREMENTS OF THE TASK:

You are to write an argumentative essay that addresses one of the hypotheses in the must/should/could section. You must argue your point of view on this topic and use specific evidence (quotes, facts, research) to strengthen your argument.

Must do:

Hypothesis: That there were similarities between the feudal systems in Japan and Europe.

- Complete the Research and Essay Writing Guide to help you with the inquiry process
- Have a clear thesis (a statement that you argue throughout the essay)
- Use essay structure (introduction, body, conclusion)
- Show what the similarities were between the feudal systems in Europe and Japan
- Use at least the two texts we have been studying to find your information but aim to use at least two websites as well
- Show where your information comes from by using citations at the end of each paragraph
- Write a 400-500 words (not including Bibliography)
- Write a bibliography

Should do:

Hypothesis: That there were similarities and differences between the feudal systems in Japan and Europe.

- Argue the hypothesis written above
- Outline the similarities first then the differences one paragraph and topic at a time
- Up to 600 words (not including Bibliography)
- Use more extensive and appropriate vocabulary

- Use information from text books and the internet, trying to use some primary and secondary sources
- Show where your information came from using in-text citations

Could do:

Write your own hypothesis which sums up in your own words, whether you think there were more similarities or more differences between the two systems. Check this with your teacher.

- Argue the hypothesis written above
- Write in more detail showing more subtle similarities and differences
- You may use up to 800 words (not including Bibliography)
- Decide on a structure which best suits your findings e.g. compare/contrast one tier of the system at a time, or different aspects one at a time, such as how loyalty was shown.
- Use a sophisticated, extensive and appropriate vocabulary
- Use in-text citations in a fluent manner, including some direct quotes
- Use a range of sources from both books and the internet
- Use both primary and secondary sources
- Refer back to your thesis a number of times to strengthen your argument (repetition)
- Think very carefully about your sentences and paragraph structures

Purpose: To argue
 Audience: General public
 Structure: Essay
 Style: Formal Register, neutral tone, passive voice, variety of sentence structures, carefully constructed paragraphs, use of facts and evidence, in-text citations, compare/contrast words

CONDITIONS FOR TASK:

Required evidence of planning - you must submit your research notes, et
 Specific strategies to be used -brainstorm, retrieval chart and Venn diagram
 Teacher guidance provided in planning and rough drafts
 Teacher support according to time-line
 Computer generated

ASSESSMENT TIMELINE:

Date set:

Date due:

Parent signature: _____

Date: _____

Student signature: _____

Date: _____

LORDS: Year 8



Criteria Sheet: History - Feudal Japan

Task: Feudalism in Japan and Europe

Name: _____ Class: _____ Teacher: _____

Your work/task demonstrates evidence of:

Standards	A	B	C	D	E
ENGLISH					
Ideas and information in Texts (PM)	You have discerningly selected and synthesised suitable and relevant information and ideas to support your argument for a general audience. Your argument is clear and fluent.	You have effectively selected and synthesised relevant information and ideas to support your argument for a general audience. Your argument is quite clear.	You have selected and synthesised some relevant information and ideas to support your argument for a general audience. Your argument is somewhat clear.	You have selected a few ideas to support your argument for a general audience. Your argument needs to be clearer.	You have found a few ideas and some information, but your argument and point of view is not evident.
Text Structures (PM)	Your essay has an excellent structure which enhances your argument. Your paragraphs are fluent and well structured. You have used a variety of well structured sentences which convey their meaning very clearly.	Your essay has a clear structure which supports your argument. Your paragraphs have a clear structure. You have used a variety of structured sentences which convey their meaning clearly.	Your essay has a sound structure that builds an argument. You have written in paragraphs but they need a clearer structure, focus and may have unrelated information in them. Your sentences are generally clear and complete but need a greater variety of structures.	Your text has few elements of an essay. Your paragraphs have aspects of the required structure but the topics are not clear. At times your sentences are simple, complete and clear but this needs to be more consistent.	Your text has very few elements of an essay. Your paragraphing is not clear and your text is not written in sections which have a clear topic. Your sentences are not clear in their meaning.
Grammatical Structures and Vocabulary (PM)	Discerning use of language such as the formal register, passive voice, and objective language. You have used a broad vocabulary which conveys your meaning very clearly.	Effective use of language such as the formal register, passive voice, and objective language. You have used a developed vocabulary.	Some effective use of language such as the formal register, passive voice and objective language. You have used a reasonable vocabulary.	Limited understanding of language such as the formal register, passive voice and objective language. You have used a simple vocabulary.	Rudimentary understanding of language such as the formal register, passive voice and objective language. You have used a very simple vocabulary.
Language Features -written (PM)	Your spelling of complex words is accurate. Your punctuation enhances the meaning of your text and make use of more complex techniques.	Your spelling of most words is accurate. Your punctuation is effective and helps make your meaning clear.	Your general spelling is sound, although more complex words need attention. General punctuation is fair but at times, your meaning is not clear.	Your spelling of simple words is mostly accurate but there are errors in many more complex words. Punctuation is used with some effectiveness but meaning is unclear.	There are many spelling errors, even in simple words. Punctuation is used with little effectiveness and meaning is very unclear.

HISTORY

Historical Knowledge and Understanding	You have comprehensively described the similarities and differences between feudalism in Japan and Europe.	You have effectively described the similarities and differences between feudalism in Japan and Europe.	You have described a number of similarities between feudalism in Japan and Europe.	You have described some aspects of feudalism in Japan and Europe.	You have made a number of statements about feudalism in Japan and Europe.
Historical Skills - Questioning and Researching	You have discerningly developed key questions to focus your historical inquiry. There is a clear connection between the key questions and the hypothesis. You have analysed and discriminatingly selected information from primary and secondary sources.	You have developed some effective key questions to focus your historical inquiry. There is a connection between the questions and the hypothesis. You have analysed and selected valid information from a number of sources to answer your key questions.	You have developed a several key questions to focus your inquiry. There is some connection between the questions and the hypothesis. You have analysed and selected information from some sources to answer your key questions.	You have several key questions but some are not clearly linked to the hypothesis. You have found limited information in a few sources to answer your key questions.	You have some questions but there is very little connection to the inquiry or the hypothesis. You have found very limited information to answer your key questions.
Historical Skills - Analysing and Interpreting	You have been able to discerningly analyse and interpret the information in the sources and draw many conclusions from them.	You have been able to effectively analyse and interpret the information in the sources and draw a number of conclusions from them.	You have been able to analyse and interpret the information in the sources and draw some conclusions from them.	You have been able to identify some information in the sources.	You have been able to identify little information in the sources.
Historical Skills - Communicating	You have purposefully communicated using historical terms and concepts, references to chronological time, presenting a logical argument, and fluently referencing the sources of information effectively in the text and the bibliography.	You have effectively communicated using historical terms and concepts, references to chronological time, presenting a valid argument, and referencing the sources of information in the text and the bibliography.	You have communicated using some historical terms and concepts, some references to chronological time, presenting an argument, and acknowledging the sources of information in the text and the bibliography.	You have communicated using few historical terms and concepts, few references to chronological time and presented a limited argument. There is limited reference to your sources in the text or the bibliography.	You have communicated using very few historical terms, very few references to chronological time and presented a fragmented argument. There is very limited reference to your sources in the text or the bibliography.

Feedback:

Subject: Year 8 Japanese



Unit title: My Friends

Semester/term: Semester 2, Term 3

Teacher: Mrs Van Engelen

Student: _____

Date Issued: _____

Date Due: _____

BACKGROUND: This semester, we have studied Japanese grammar and vocabulary to facilitate communication for greetings, basic self-introductions and introducing others. We have also practised written composition of Japanese, continuing to learn the Hiragana script.

REQUIREMENTS OF THE TASK:

1. You must prepare a short written self-introduction in Japanese, using the grammar points studied in class. You must also introduce a friend as part of this task. You must write in hiragana and learnt kanji, where appropriate.

Must do:

Present a self-introduction which:

- Includes simple, mostly accurate sentences that introduce basic information about self and others
- Is generally understood readily, despite errors
- Shows awareness of cultural etiquette when introducing oneself in Japanese
- Has satisfactory and legible Hiragana use

Should do:

Present a self-introduction which:

- Includes coherent and accurate sentences that introduce information about self and others
- Is understood readily, despite minor errors
- Demonstrates attempts at initiation of other relevant information
- Shows awareness of cultural etiquette when introducing oneself in Japanese, using relevant language choices correctly
- Has legible, mostly accurate Hiragana and Kanji use

Could also do:

Present a self-introduction which:

- Includes well thought-out and accurate sentences that introduce information about self and others
- Is understood readily, with no errors
- Demonstrates frequent initiation of additional relevant information
- Shows insightful use of cultural sensitivity and etiquette when introducing oneself and others in Japanese, using relevant language choices correctly
- Has legible and accurate Hiragana and Kanji use. Attempts at katakana

Purpose: to inform

Audience: Peers

CONDITIONS FOR TASK:

1 class lesson to complete task

Teacher guidance provided in planning and rough draft

Handwritten response

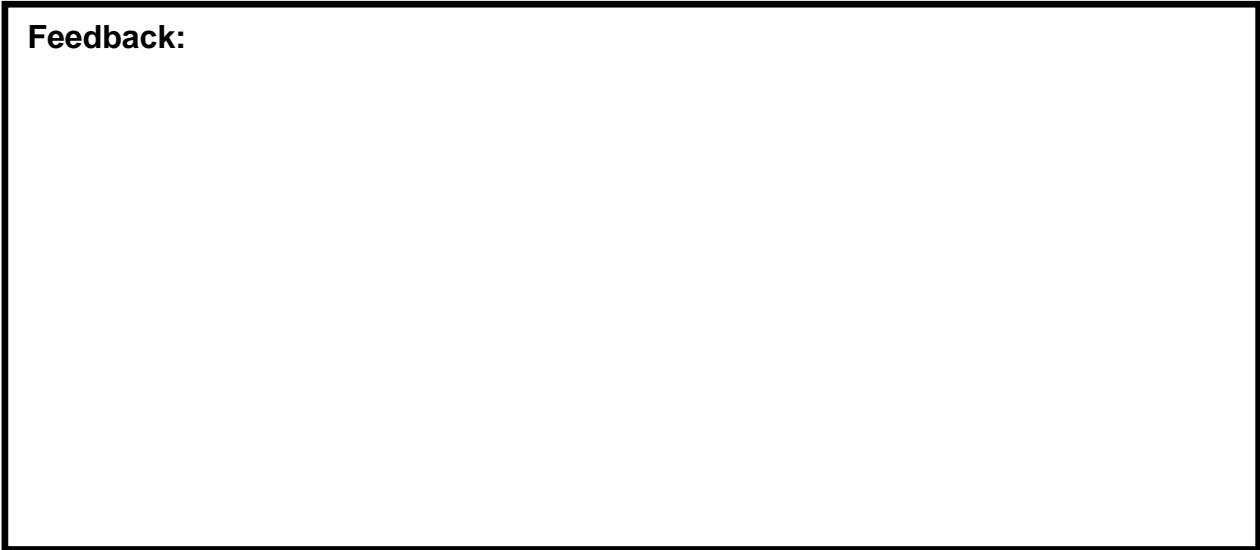
ASSESSMENT TIME LINE:

Notification of assignment Thursday 8th August

Final product due by Friday 6th September

Student signature: _____ Date: _____

Feedback:





LORDS: Year 8

Criteria Sheet: Japanese “My Friends”

Task: Composition – Written Self-Introduction

Name: _____ Class: _____ Teacher: _____

Your work/task demonstrates evidence of:

ASSESSABLE ELEMENTS	Descriptors				
	A	B	C	D	E
Knowledge and Understanding	You have accurately used a wide range of language functions for self-introductions, demonstrating a comprehensive knowledge and understanding.	You have accurately used the targeted language functions for self-introductions, demonstrating a thorough knowledge and understanding.	You have accurately used some of the targeted language functions for self-introductions, demonstrating a satisfactory knowledge and understanding.	You have attempted to use some of the targeted language functions for self-introductions, demonstrating a limited knowledge and understanding.	You have attempted to use few of the targeted language functions for self-introductions, demonstrating a rudimentary knowledge and understanding.
Composing Texts	You have clearly and accurately communicated information and ideas about introducing oneself and others in spoken and written texts.	You have coherently and accurately communicated information and ideas about introducing oneself and others in spoken and written texts.	You have satisfactorily communicated information and ideas about introducing oneself and others in spoken and written texts.	You have communicated disjointed information and ideas about introducing oneself and others in spoken and written texts	You have unclearly communicated information and ideas about introducing oneself and others in spoken and written texts
Script Usage	You demonstrated an excellent command of Hiragana, Katakana and Kanji. No errors present.	You demonstrated a mostly accurate command of Hiragana, Katakana and Kanji. Few, minor errors present.	You demonstrated a satisfactory command of Hiragana, Katakana and Kanji. Some errors present, hindering meaning in places.	You demonstrated a disjointed command of Hiragana, Katakana and Kanji. Errors often hinder meaning.	You demonstrated a limited command of Hiragana, Katakana and Kanji with frequent errors that significantly impact meaning.
Intercultural Competence	You carefully considered aspects of languages, cultures and identity when applying appropriate practices in intercultural situations.	You logically considered aspects of languages, cultures and identity when applying effective practices in intercultural situations.	You considered relevant aspects of languages, cultures and identity when applying some accurate practices in intercultural situations.	You considered some aspects of languages, cultures and identity when applying few accurate practices in intercultural situations.	You demonstrated minimal use of appropriate language and practices in intercultural situations, considering few aspects of languages, cultures and identity.
Reflecting	You reflected on your language choices and learning with insight and sensitivity.	You reflected on your language choices and learning in an informed manner.	You reflected on your language choices and learning where relevant to complete the task satisfactorily.	You reflected on your language choices and learning in a superficial manner.	You reflected on your language choices and learning in a cursory manner.

Subject: Geography

Unit title: Climate, seasons and weather

Examination

Time: 60 minutes

Semester/term: Term 3

Teacher: _____

Student: _____ Year: _____

Instructions: Read every question very carefully and answer as fully as you can, showing as much of your knowledge as possible. Try to use correct vocabulary whenever possible. Write all your answers on the sheet of paper supplied. Use clear headings and numbers on your answer sheet.

Section 1: All students MUST attempt this section.

Seasons

1. Explain why there are different seasons on the earth. You may use diagrams to show your understanding.

Climate

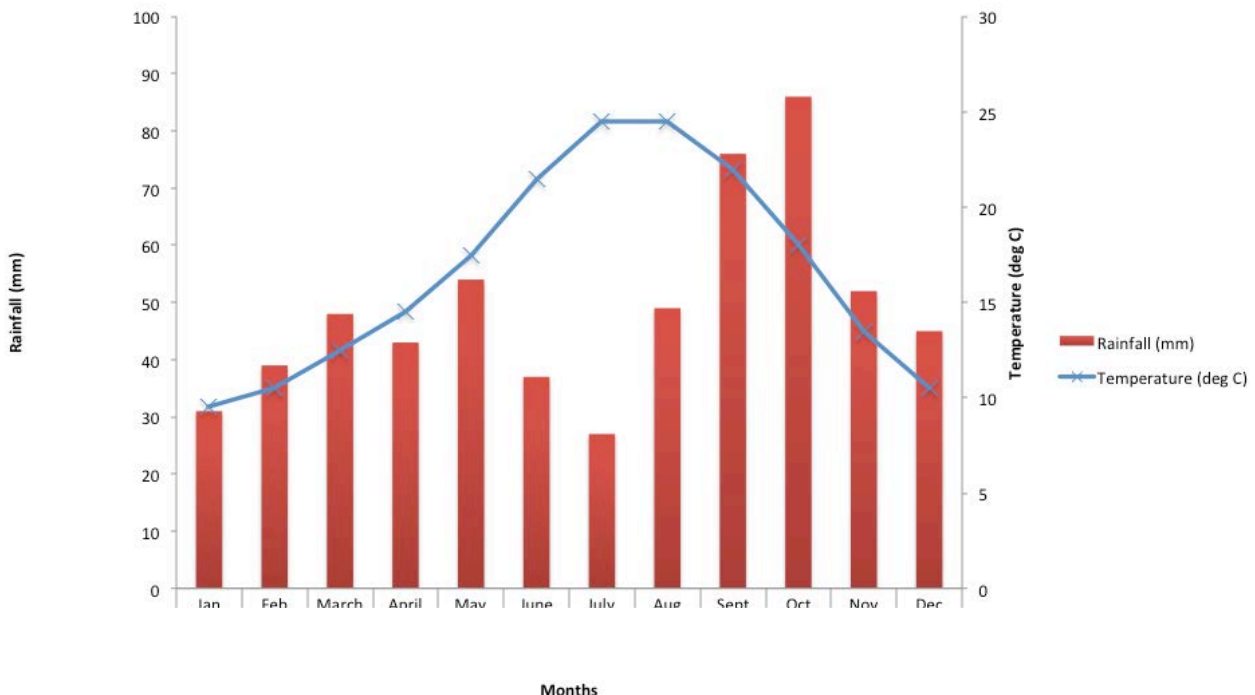
2. What is meant by the term climate?

3. There are three main climate 'zones' on the earth. Which is the hottest of the three climate zones? Why is it the hottest?

4. Answer the following questions about the climate in Barcelona, using the graph below.

- Which month has the average highest rainfall?
- Which month has the lowest average temperature?
- What is the approximate average temperature in July?

Climate Graph for Barcelona, Catalunya



Weather

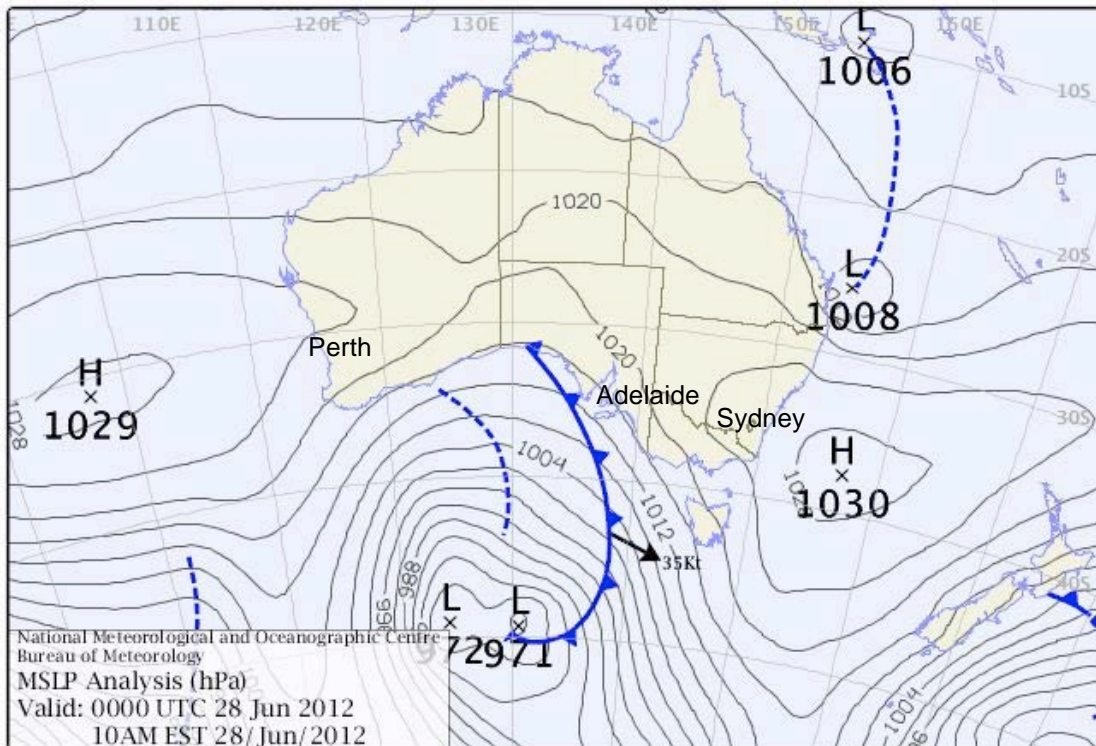
5. Draw and label a diagram that shows your understanding of the water cycle.
6. Explain what causes clouds to form. Explain in detail using correct vocabulary. You may use a diagram if you wish.
7. Describe the clouds which are likely to look like feathers in the sky.
8. Describe 4 different types of precipitation.
9. List three of the factors that affect the earth's temperature?
10. Which type of weather would you expect to experience if there was a high-pressure system over your area?

Section 2: You SHOULD attempt this section if you would like to try to achieve higher results.

1. Which of the forces that drive the weather on the planet drives all the others? Explain your answer.
2. Explain what kind of weather is caused by a cold front and how it is caused. You may use a diagram to help explain your understanding.
3. Describe a low-pressure system. You may use a diagram to help explain your understanding.

Section 3: You COULD attempt this section only if you have completely finished answering all other sections.

1. Using the weather map below, explain what kind of weather you would expect if you were living in Perth, Adelaide, Sydney and Brisbane (not marked). Explain each part of your forecast.





LORDS: Year 9

Criteria Sheet: Geography: Biomes

Task: Seasons, climate and weather

Name: _____

Class: _____

Teacher: _____

Your work/task demonstrates evidence of:

Assessable Elements	A	B	C	D	E
Knowledge and Understanding	Comprehensive knowledge and understanding of climate, seasons and weather.	Thorough knowledge and understanding of climate, seasons and weather.	Satisfactory knowledge and understanding of climate, seasons and weather.	Variable knowledge and understanding of climate, seasons and weather.	Rudimentary knowledge and understanding of climate, seasons and weather.
Communicating	Clear and accurate and fluent communication using a broad and carefully chosen vocabulary.	Coherent and accurate communication using appropriate vocabulary.	Sound communication using some appropriate vocabulary.	Disjointed communication using little appropriate vocabulary.	Unclear communication using very little appropriate vocabulary.

Feedback:

Subject: Year 9 Japanese



Unit title: School Excursions

Semester/term: Semester 2, Term 3

Teacher: Mrs Van Engelen

Student: _____

Date Issued: _____

Date Due: _____

BACKGROUND: This semester, we have studied Japanese grammar and vocabulary to facilitate communication about dates, seasons, transport and activities at school events. We have also practised written composition of Japanese, continuing to learn Hiragana, Katakana and Kanji.

REQUIREMENTS OF THE TASK:

1. You must research an allocated city in Japan for seasonal events and activities. Using this information, you must plan a school excursion to the city. Your final product must include the following: a **map of Japan** with the city located, **visual images** of the city and its activities, and a **written passage** (20-25 sentences) about the itinerary in Japanese. This written passage must include information about **activities, dates, methods of transport and the seasons**. You must write in hiragana and learnt kanji, where appropriate.

Must do:

Present a School Excursion Plan which:

- Is researched to a satisfactory standard, providing the reader with some detail about the allocated city
- Includes simple, mostly accurate sentences that introduce basic information about seasons, dates, transport and activities on a school excursion
- Is generally understood readily, despite errors
- Shows awareness of cultural etiquette when describing Japanese places of interest and cultural pursuits
- Has satisfactory and legible Hiragana use. Some use of Kanji and Katakana with errors or omissions present

Should do:

Present a School Excursion Plan which:

- Is sufficiently researched and presented with appealing visual images, providing the reader with detail about the allocated city
- Includes coherent and accurate sentences that introduce information about seasons, dates, transport and activities on a school excursion
- Is understood readily, despite minor errors
- Demonstrates attempts at initiation of other relevant information
- Shows awareness of cultural etiquette when describing Japanese places of interest and cultural pursuits
- Has legible, mostly accurate Hiragana, Katakana and Kanji use.

Could also do:

Present a School Excursion Plan which:

- Is very well-researched and supported with visual images, providing the reader with detail about the allocated city
- Includes well thought-out and accurate sentences that introduce information about seasons, dates, transport and activities on a school excursion
- Is understood readily, with no errors
- Demonstrates frequent initiation of additional relevant information

- Shows insightful use of cultural sensitivity and etiquette when describing Japanese places of interest and cultural pursuits
- Has legible and accurate Hiragana, Katakana and Kanji use

Purpose: to inform

Audience: Peers

CONDITIONS FOR TASK:

2 class lessons given to complete task

Teacher guidance provided in planning and rough draft

Handwritten response

ASSESSMENT TIME LINE:

Notification of assignment Wednesday 14th August

Final product due by Wednesday 11th September

Student signature: _____ Date: _____

Feedback:



LORDS: Year 9

Criteria Sheet: Japanese “School Events”

Task: Composition – Researched Composition Task: School Excursion Itinerary

Name: _____ Class: _____ Teacher: _____

Your work/task demonstrates evidence of:

Descriptors					
ASSESSABLE ELEMENTS	A	B	C	D	E
Knowledge and Understanding	You have accurately used a wide range of language functions for planning for school events, demonstrating a comprehensive knowledge and understanding.	You have accurately used the targeted language functions for planning for school events, demonstrating a thorough knowledge and understanding.	You have accurately used some of the targeted language functions for planning for school events, demonstrating a satisfactory knowledge and understanding.	You have attempted to use some of the targeted language functions for planning for school events, demonstrating a limited knowledge and understanding.	You have attempted to use few of the targeted language functions for planning for school events, demonstrating a rudimentary knowledge and understanding.
Composing Texts	You have clearly and accurately communicated information and ideas about planning for school events in spoken and written texts.	You have coherently and accurately communicated information and ideas about planning for school events in spoken and written texts.	You have satisfactorily communicated information and ideas about planning for school events in spoken and written texts.	You have communicated disjointed information and ideas about planning for school events in spoken and written texts	You have unclearly communicated information and ideas about planning for school events in spoken and written texts
Script Usage	You demonstrated an excellent command of Hiragana, Katakana and Kanji. No errors present.	You demonstrated a mostly accurate command of Hiragana, Katakana and Kanji. Few, minor errors present.	You demonstrated a satisfactory command of Hiragana, Katakana and Kanji. Some errors present, hindering meaning in places.	You demonstrated a disjointed command of Hiragana, Katakana and Kanji. Errors often hinder meaning.	You demonstrated a limited command of Hiragana, Katakana and Kanji with frequent errors that significantly impact meaning.
Intercultural Competence	You carefully considered aspects of languages, cultures and identity when applying appropriate practices in intercultural situations.	You logically considered aspects of languages, cultures and identity when applying effective practices in intercultural situations.	You considered relevant aspects of languages, cultures and identity when applying some accurate practices in intercultural situations.	You considered some aspects of languages, cultures and identity when applying few accurate practices in intercultural situations.	You demonstrated minimal use of appropriate language and practices in intercultural situations, considering few aspects of languages, cultures and identity.
Reflecting	You reflected on your language choices and learning with insight and sensitivity.	You reflected on your language choices and learning in an informed manner.	You reflected on your language choices and learning where relevant to complete the task satisfactorily.	You reflected on your language choices and learning in a superficial manner.	You reflected on your language choices and learning in a cursory manner.

Subject: Year 9 Science

Unit title: Chemical Capers

Term 2

Teacher: _____

Student: _____ Year/LAG: _____

Date Issued: _____

Date Due: Friday, May 24

BACKGROUND: The Queensland Museum is setting up a display entitled “The History of the Atom”. The purpose of the display is to educate high school students and the general public on the development of the atomic theory. For the display, a Gallery PowerPoint on each of the scientists will be available.

REQUIREMENTS OF THE TASK: Select a scientist who has contributed significantly to knowledge about the structure of the atom. Choose from the list of scientists provided and collect information using the note-taking sheet. Your notes will need to be submitted via Turnitin for the draft.

Produce a Gallery PowerPoint on the life of the scientist and his/her contribution to the development of the atomic theory.

Must do: Find out the basic details for the chosen scientist’s **life** (full name, place of birth, date of birth and death). Give a brief description of the type of **work** the scientist did in his/her lifetime.

Should also do: Find out the basic details for the chosen scientist’s **life** (full name, place of birth, date of birth and death). Give a thorough description of the type of **work** the scientist did in his/her lifetime. Explain the **experiments** that enabled him/her to make discoveries about the atom. Discuss the scientist’s **contribution** to understanding of the structure of the atom.

Could also do: Find out the basic details for the chosen scientist’s **life** (full name, place of birth, date of birth and death). Give a comprehensive description of the type of **work** the scientist did in his/her lifetime. Explain in detail the **experiments** that enabled him/her to make discoveries about the atom. Reflect on how relevant the scientist’s theory is to today understanding of the structure of the atom. This includes comparing to today’s atomic model, explaining the **contribution** to the current model and justifying how the atomic model **impacts on people’s lives**.

List of scientists

John Dalton, Sir William Ramsay, Marie Curie, J.J. Thomson, Henry Mosley, Max Planck, Eugen Godstein, Ernest Rutherford, Frederick Soddy, James Chadwick, Niels Bohr, Louis de Broglie.

ASSESSMENT TIME LINE:	Date Due
Notification of assignment and receipt of task	
Proposal of topic to teacher	
Draft	
Final product	

Purpose	Inform
Text type	PowerPoint
Audience	Peers and general public
Style	Formal, passive

Conditions:

Teacher guidance provided in planning and drafts

Teacher support according to time-line

Gallery PowerPoint

Instruction checklist:

Have you:.....

<u>Task</u>	<u>Check</u>
1. Chosen a suitable scientist	
2. Formed some focus questions which need to be answered. (HOW, WHAT, WHY, QUESTIONS)	
3. Researched and taken notes on the scientist. Recorded bibliographical details on the note-taking sheet.	
4. Submitted your notes via Turnitin	
5. Analysed the research notes and found answers to your focus questions.	
6. Created a Gallery PowerPoint for the <i>Queensland Museum</i> .	
7. Edited your work to eliminate errors, particularly spelling, punctuation, and grammar.	
8. Completed self-review and declaration of ownership.	

Focus Questions

Scientist's Life

Scientist's Work

Equipment and/or technology used

Comparison with today's atomic model

Contribution to the structure of the atom

Impact on people's lives

Note-Making: Page from a Website Harvard System

Author of page (or Corporate author):

Year:

Title of web document or web page:

[Medium]:

Available at: Internet address:

[Accessed date]

St Andrews Lutheran College, 2009. Announcement of new Principal for St Andrews. [Online](updated 14 July 2009) Available at: <http://www.salc.qld.edu.au/> [Accessed 21 July 2009].

Record Main Ideas in Point Form

Focus question answered by this information. Where this information will go in your assignment.

Student self-reflection (to be completed prior to submission of assessment task):

* One thing I completed really well in this assignment was

* The thing I found the hardest was

* I overcame this by

*Next time I could improve my task by

Teacher Feedback:

The best aspect of your task:

Two points for improvements for next time:

Signed: _____ Date: _____

Declaration of Ownership

I certify that

- this submission is my own work
- I have acknowledged sources used
- I understand that plagiarism is a serious matter

Student Signature _____ **Date** _____

			A	B	C	D	E
Understanding dimension	Science Understanding	Scientist's Biography <ul style="list-style-type: none"> • Life • Work 	Clear description and comprehensive explanation of scientist's work on atomic theory	Clear description and thorough explanation of scientist's work	Identification of biographical details Brief description of the scientist's work	Statement of some biographical and/or work details	Statement of isolated biographical and/or work details
		Experiments	Critical analysis and application of science knowledge to generate reasoned explanations about the scientists use of equipment and/or technology to make discoveries about the atom	Analysis and application of science knowledge to generate informed explanations about the scientists used equipment or technology to make discoveries about the atom	Application of science knowledge to generate partial explanations about the scientists use of equipment and/or technology to make discoveries about the atom	Application of science knowledge to generate explanations about the scientists use of equipment and/or technology to make discoveries about the atom	Statements of isolated science facts
	Science Endeavour as a Human Endeavour	Scientist's Contribution to Atomic Theory and impact on people's lives	Comprehensive explanation of the scientist's influence on the development of the atomic model	Discussion of the scientist's influence on the development of the atomic model	Description of the scientist's influence on the development of the atomic model	Statements about the scientist's influence on the development of the atomic model	Isolated statements about the use of science in peoples' lives
			Justified explanation of how the scientist's work has impacted peoples' lives	Discussion of how the scientist's work has impacted peoples' lives	Description of how the scientist's work has impacted peoples' lives	Statements about how the scientist's work has impacted peoples' lives	
Skills dimension	Questioning and predicting	Focus Questions	Formulation of focus questions about the scientist's life, work, impact on scientific knowledge and future technology	Formulation of focus questions about the scientist's life, work and impact on scientific knowledge	Formulation of focus questions about the scientist's life and work	Selection of questions for investigation	Use of given investigation questions
	Communicating	Overall Task	Coherent, concise and purposeful use of appropriate scientific language, conventions and representations to communicate findings and ideas	Clear and purposeful use of appropriate scientific language, conventions and representations to communicate findings and ideas	Use of appropriate scientific language, conventions and representations to communicate findings and ideas	Use of aspects of scientific language, conventions and representations to communicate findings and ideas	Use of everyday language to communicate findings and ideas

Subject: Year 9 Science

Unit title: Energising my World

Semester 2 Task 1

Teacher: _____

Student: _____ Year/LAG: _____

Date Issued: _____

Date Due: _____

BACKGROUND: Heat may be lost from an object by the processes of conduction, convection, radiation and evaporation. Some materials are more effective at reducing loss of heat energy than others.

REQUIREMENTS OF THE TASK: students are to work in small groups to investigate the effectiveness of clothing for Antarctic explorers. Students should design and conduct an investigation on heat loss from hot objects. Students should use a fair test to test at least one material which affects heat loss.

Must do:

- Students must choose one material to test heat loss.
- Students must identify the variables being controlled and measured
- Students must say what they think will happen
- Students must collect one set of data for the material and the control
- Students must describe the heat loss compared to a control
- Students must describe the properties of the material and the effect on heat loss
- Students must reflect briefly on the results of their experiment

Should do:

- Students should include a comparison in their investigation e.g.
 - Two different types of materials
 - One thick layer versus many thin layers
 - Huddling versus not huddling
 - Being wet versus being dry
- Students should also describe how variables will be controlled and measured
- Students should say what they think will happen and why
- Students should collect one set of data for each material and the control
- Students should analyse the data to compare and explain factors which affect heat loss
- Students should reflect on how the data links to real world situations keeping warm, designing clothing or housing

Could also do:

- Students could also include a comparison in their investigation
- Students could also explain the dependent, independent and controlled variables
- Students should say what they think will happen and why based on their scientific understanding of heat transfer
- Students could also give an in depth reflection on how the data links to real world situations e.g. keeping warm, designing equipment, clothing or housing
- In order to write an in depth reflection, students will need to research other sources besides their own data.

Purpose	investigate, inform
Text type	research report
Audience	scientific community
Style	formal, passive

CONDITIONS FOR TASK:
Teacher guidance provided in planning and drafts Teacher support according to time-line Computer generated Group interaction to collect data and discuss results Individual report

ASSESSMENT TIME LINE:	Date Due
Notification of assignment and receipt of task	
Proposal of topic to teacher	
Draft	
Final product	



		A	B	C	D	E
The folio of student work has the following characteristics:						
Skills dimension	Questioning and predicting Planning and conducting	Formulation of a scientifically justified hypotheses that can be investigated scientifically	Formulation of a hypotheses that can be investigated scientifically	Formulation of a plausible hypotheses that can be investigated	Selection of a provided hypothesis	Hypothesis is cursory or absent
		Design of appropriate investigations that: explain how variables are controlled and measured in detail systematically and accurately collect and record reliable data using tables and graphs	Design of investigations that: describe variables to be controlled and measured accurately collect and record reliable data	Design of investigations that: identify variables to be controlled and measured record relevant data	Selection of investigations that: record data	Directed to collect and record data under supervision
	Processing and analysing data and information	Critical analysis and synthesis of data to: explain relationships between variables identify and explain inconsistencies in results draw justified conclusions	Analysis and synthesis of data to: describe relationships between variables identify inconsistencies in results draw conclusions consistent with evidence	Analysis of data to: identify relationships between variables identify obvious inconsistencies in results draw relevant conclusions	Consideration of data to: identify simple relationships state conclusions	Restatement of given information and data
	Evaluating	Evaluation with logical links to science knowledge of: Explain how proposed modifications will improve the quality of data	Evaluation of: Propose valid modifications that will improve the quality of data	Analysis of: Propose valid modifications	Statement of: simple modifications to methods	Statement of obvious modifications to methods
Communicating	Coherent, concise and purposeful use of appropriate scientific language, conventions and representations to communicate findings and ideas	Clear and purposeful use of appropriate scientific language, conventions and representations to communicate findings and ideas	Use of appropriate scientific language, conventions and representations to communicate findings and ideas	Use of aspects of scientific language, conventions and representations to communicate findings and ideas	Use of everyday language to communicate findings and ideas	

Student self-reflection (to be completed prior to submission of assessment task):

* One thing I completed really well in this assignment was

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* I overcame this by

*Next time I could improve my task by

Teacher Feedback:

The best aspect of your task:

Two points for improvements for next time:

Signed: _____ Date: _____

Student Research Proposal for Experimental Investigation

Name _____

Partners _____

Teacher _____

Topic _____

Task to be investigated

Hypothesis:

Explain the following:
(You may also use a labelled diagram)

Dependent Variable (Variable being measured):

Independent Variable (Variable being changed):

Controlled Variable/s (Variable/s being kept the same):

Outline of Method:
