



## CONTENTS

YEAR 7 SUBJECTS	2
YEAR 8 SUBJECTS	4
YEAR 9 & 10 SUBJECTS	6
VCE ENGLISH	9
VCE MATHS	9
VCE ARTS	10
VCE PE & HEALTH	11
VCE SCIENCE	12
VCE TECHNOLOGY	13
VCE HUMANITIES	13
VCAL	14

For Student Progress Reports teachers will make an on-balance judgment about each student's achievement in each subject. They will draw on Victorian Curriculum assessment standards, classroom observation, each student's contribution to work in class, as well as from a range of assessment tasks outlined in this Assessment Guide.

Subject	Topics Covered	The achievement grade includes assessment from the following tasks:
<b>ART</b>	<ul style="list-style-type: none"> <li>• Pre - Test - Art Elements</li> <li>• Human Facial Proportions</li> <li>• Rendering skills</li> </ul>	<ul style="list-style-type: none"> <li>• 'Gecko' rendering series</li> <li>• Character Portrait Study</li> <li>• Visual Diary : Learning Intentions and weekly free drawings</li> </ul>
<b>ENGLISH</b>	<ul style="list-style-type: none"> <li>• Persuasive writing</li> <li>• Text study: 'Boy' – Roald Dahl</li> <li>• Autobiographical writing</li> <li>• Homework</li> <li>• Spelling Test</li> <li>• PAT testing</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark persuasive essay</li> <li>• Responses and participation in class discussions and tasks</li> <li>• Personal writing (10 minutes at the beginning of the lesson)</li> <li>• Autobiographical writing</li> <li>• Homework submission</li> </ul>
<b>FOOD</b>	<ul style="list-style-type: none"> <li>• Food and Hygiene Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of cooking in class - time management, cooking skills, working in teams, display of cooking safety</li> <li>• Evaluation following cooking</li> <li>• Online Ongoard Safety Units</li> <li>• Cooking Handbook</li> </ul>
<b>FRENCH</b>	<ul style="list-style-type: none"> <li>• Greetings</li> <li>• Introducing oneself</li> <li>• Asking about other people's names</li> <li>• How to say Mr / Miss / Mrs</li> </ul>	<ul style="list-style-type: none"> <li>• Classwork</li> <li>• Spoken and listening exercises</li> </ul>
<b>GRAPHICS</b>	<ul style="list-style-type: none"> <li>• The Elements of Design</li> <li>• Descriptive Lettering</li> </ul>	<ul style="list-style-type: none"> <li>• Design elements worksheet and ruled sample poster</li> <li>• Cover design using descriptive lettering</li> </ul>
<b>HEALTH</b>	<ul style="list-style-type: none"> <li>• Identity</li> <li>• Relationships</li> <li>• The Resilience project</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Class work</li> <li>• The Resilience Project handbook</li> <li>• Identity Poster</li> </ul>
<b>HUMANITIES</b>	Geography: <ul style="list-style-type: none"> <li>• Mapping</li> </ul>	<ul style="list-style-type: none"> <li>• Paradise Island BOLTSS maps</li> <li>• Responses and participation in class discussions and tasks</li> <li>• Bookwork</li> </ul>

Subject	Topics Covered	The achievement grade includes assessment from the following tasks:
<b>INFORMATION TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>• Touch typing</li> <li>• Microsoft PowerPoint design</li> <li>• Word Art</li> </ul>	<ul style="list-style-type: none"> <li>• Tux typing</li> <li>• PowerPoint cartoon character creation</li> <li>• Word cloud</li> </ul>
<b>MATHEMATICS</b>	<ul style="list-style-type: none"> <li>• Basic Numeracy Skills</li> <li>• Number and Place Value</li> <li>• Fractions and Decimals</li> </ul>	<ul style="list-style-type: none"> <li>• Maths Pathways Test Cycle 1</li> <li>• Number Booklet and Investigation Response</li> </ul>
<b>MUSIC</b>	Performance <ul style="list-style-type: none"> <li>• Drums (Rhythm)</li> <li>• Guitar (Harmony)</li> <li>• Keyboard (Melody)</li> <li>• Ext. Group work</li> </ul> Composition <ul style="list-style-type: none"> <li>• Blues lyrics</li> <li>• Simple music notation</li> <li>• Improvisation (Pentatonic Scale)</li> <li>• Composer research</li> </ul>	<ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Written assignment and test</li> </ul>
<b>PHYSICAL EDUCATION</b>	<ul style="list-style-type: none"> <li>• Minor Games</li> <li>• Athletics</li> </ul>	Teacher observation of: <ul style="list-style-type: none"> <li>• Inclusion</li> <li>• Energetic Participation</li> <li>• Co-operation</li> </ul>
<b>SCIENCE</b>	Introduction to Science: <ul style="list-style-type: none"> <li>• Science safety</li> <li>• Science Equipment</li> <li>• Careers in Science</li> <li>• Making Predictions</li> </ul>	<ul style="list-style-type: none"> <li>• Research tasks</li> <li>• Class work and Test</li> </ul>

Subject	Topics Covered	The achievement grade includes assessment from the following tasks:
<b>DRAMA</b>	<ul style="list-style-type: none"> <li>• Mime</li> <li>• Performance spaces</li> <li>• Stage positions</li> <li>• Character development</li> </ul>	<ul style="list-style-type: none"> <li>• Mime Theory</li> <li>• Mime Performance</li> <li>• Mask construction and performance</li> <li>• Types of Stages</li> <li>• Set design</li> <li>• Criss Cross document—character development</li> </ul>
<b>ENGLISH</b>	<ul style="list-style-type: none"> <li>• Text study (<i>Holes</i>)</li> <li>• Short Answer Questions based on <i>Holes</i></li> <li>• Creative writing (in class)</li> <li>• Weekly writing folio</li> <li>• Grammar and Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion and classwork</li> <li>• Written response questions</li> <li>• Short answer chapter questions</li> <li>• Weekly writing</li> <li>• Weekly homework</li> <li>• TEAL paragraph writing</li> </ul>
<b>FRENCH</b>	<ul style="list-style-type: none"> <li>• Grammar: the importance of the definite article (le, la, l', les)</li> <li>• Family - being able to name family members in French</li> <li>• Using his name is / her name is / their names are with family and friends</li> </ul>	<ul style="list-style-type: none"> <li>• Written exercise to practise using the four forms of the definite article</li> <li>• Classwork</li> <li>• Spoken and listening exercises</li> </ul>
<b>GRAPHICS</b>	<ul style="list-style-type: none"> <li>• Communication Design Type and Image</li> <li>• The VCD Design Process</li> </ul>	<ul style="list-style-type: none"> <li>• Design Process folio</li> <li>• Rock and Roll Festival / Juke Box poster</li> </ul>
<b>HEALTH</b>	<ul style="list-style-type: none"> <li>• Personal Values</li> <li>• Resilience and Mental Health</li> </ul>	<ul style="list-style-type: none"> <li>• Workbook and Journal tasks</li> <li>• Clickview Questions</li> <li>• Class discussions</li> <li>• Homework</li> </ul>
<b>HUMANITIES</b>	<ul style="list-style-type: none"> <li>• The Vikings</li> </ul>	<ul style="list-style-type: none"> <li>• Viking source analysis task</li> <li>• Responses and participation in class discussions and tasks</li> <li>• Bookwork</li> </ul>

Subject	Topics Covered	The achievement grade includes assessment from the following tasks:
<b>MATHEMATICS</b>	<ul style="list-style-type: none"> <li>• Number and Place Value</li> <li>• Working with Measurement and Units of Measurement</li> <li>• Fractions and Decimals</li> </ul>	<ul style="list-style-type: none"> <li>• Maths Pathways Test Cycle 1 and 2</li> <li>• Investigation Response</li> </ul>
<b>MUSIC</b>	<p>Performance</p> <ul style="list-style-type: none"> <li>• Drums (Rhythm)</li> <li>• Guitar (Harmony)</li> <li>• Keyboard (Melody)</li> <li>• Ext. Group work</li> </ul> <p>Composition</p> <ul style="list-style-type: none"> <li>• Blues lyrics</li> <li>• Simple music notation</li> <li>• Improvisation</li> <li>• (Pentatonic scale)</li> <li>• Composer Research</li> </ul>	<ul style="list-style-type: none"> <li>• All practical assessment</li> <li>• Written assignment / test</li> </ul>
<b>PHYSICAL EDUCATION</b>	<ul style="list-style-type: none"> <li>• Minor Games</li> <li>• Athletics</li> </ul>	<p>Teacher observation of:</p> <ul style="list-style-type: none"> <li>• Inclusion</li> <li>• Energetic Participation</li> <li>• Co-operation</li> </ul>
<b>SCIENCE</b>	<ul style="list-style-type: none"> <li>• What is a fair scientific test?</li> </ul>	<ul style="list-style-type: none"> <li>• Design and conduct an experiment</li> <li>• Class notes</li> <li>• Test</li> </ul>
<b>TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>• Design Process Research</li> <li>• Production Evaluation</li> <li>• Onguard Safety</li> <li>• Hand Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Cup</li> <li>• Key</li> <li>• Jewellery Holder</li> </ul>
<b>TEXTILES</b>	<ul style="list-style-type: none"> <li>• Elements and Principles of Design</li> <li>• Use of the basic technical drawings</li> <li>• Ability to select and apply designs</li> <li>• Ability to control the stitch direction</li> </ul>	<ul style="list-style-type: none"> <li>• Research and drawings of the elements and principles of design</li> <li>• Safety Poster</li> <li>• Demonstration of knowledge of the parts of the sewing machine</li> <li>• Ability to thread the sewing machine and to trouble shoot basic issues</li> <li>• Butcher's Apron: (stitching patterns; cutting out, pinning, hemming of apron)</li> </ul>

## YEAR 9 & 10

Subject	Topics covered	The achievement grade includes assessment from the following tasks:
<b>Art 1</b>	<ul style="list-style-type: none"> <li>• Rendering techniques</li> <li>• Design techniques</li> </ul>	<ul style="list-style-type: none"> <li>• 'Fantasy' rendered drawing</li> <li>• Documentation in Visual Diary</li> </ul>
<b>BRIEF HISTORY OF EVERYTHING</b>	<ul style="list-style-type: none"> <li>• Early lifeform</li> <li>• Early humans</li> </ul>	<ul style="list-style-type: none"> <li>• Early humans research task</li> <li>• Topic test</li> </ul>
<b>CAREERS YEAR 9</b>	<ul style="list-style-type: none"> <li>• The Resilience Project</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussions</li> <li>• Resume</li> </ul>
<b>CAREERS YEAR 10</b>	<ul style="list-style-type: none"> <li>• The Resilience Project</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussions</li> <li>• Resume</li> </ul>
<b>ELECTRONICS AND ELECTRICAL</b>	<ul style="list-style-type: none"> <li>• Design Process</li> <li>• Research</li> <li>• Production Evaluation</li> <li>• Onguard Safety</li> <li>• Hand Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Continuity Tester</li> <li>• Electric Motor</li> <li>• Free choice item</li> </ul>
<b>ENGLISH YEAR 9</b>	<ul style="list-style-type: none"> <li>• Creative writing</li> <li>• Persuasive writing</li> <li>• Text Study—Hunger and other stories</li> <li>• Comprehension skills</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark persuasive essay</li> <li>• Spelling test</li> <li>• Responses in class discussions and assigned tasks</li> <li>• Short creative writing pieces 10 minutes explicit writing 3/5 lessons per week</li> <li>• Narrative writing</li> </ul>
<b>ENGLISH YEAR 10</b>	<ul style="list-style-type: none"> <li>• Persuasive Writing</li> <li>• Text Study: Of Mice and Men</li> <li>• Vocabulary</li> <li>• Writing Folio</li> <li>• Benchmark writing</li> <li>• SA Spelling Test</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark persuasive essay</li> <li>• Responses in class discussions and assigned tasks.</li> <li>• 10 minutes explicit writing 3/5 lessons per week</li> <li>• Spelling Test</li> <li>• Homework</li> </ul>
<b>GLOBAL FOOD</b>	<ul style="list-style-type: none"> <li>• Indigenous food culture</li> <li>• French food culture</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of set tasks in class</li> <li>• Time management in practical classes</li> </ul>

Subject	Topics covered	The achievement grade includes assessment from the following tasks:
<b>HEALTH</b>	<ul style="list-style-type: none"> <li>• Self Image</li> <li>• Body Image</li> <li>• Risk Taking</li> </ul>	<ul style="list-style-type: none"> <li>• Classwork</li> <li>• Booklets</li> <li>• Discussions</li> <li>• Film Analysis</li> </ul>
<b>LEARN TO COOK FOR LIFE</b>	<ul style="list-style-type: none"> <li>• Safety in the kitchen</li> <li>• What is a design brief</li> <li>• Sensory analysis</li> <li>• How to create evaluation criteria questions</li> <li>• Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly evaluations</li> <li>• Weekly cooking sessions</li> <li>• Work book notes and completion of activities</li> <li>• Rice assignment</li> </ul>
<b>YEAR 9/10 MATHEMATICS</b>	<ul style="list-style-type: none"> <li>• Number and Place Value</li> <li>• Working with Measurement and Units of Measurement</li> <li>• Fractions and Decimals</li> </ul>	<ul style="list-style-type: none"> <li>• Maths Pathways Test Cycle 1 and 2</li> <li>• Investigation Response</li> </ul>
<b>MONEY MATTERS</b>	<ul style="list-style-type: none"> <li>• Ways of spending money</li> <li>• Australian Money</li> <li>• Revenues and Expenses</li> </ul>	<ul style="list-style-type: none"> <li>• Revenue and Expenses case study</li> <li>• Topic Test</li> </ul>
<b>MEDIA</b>	<ul style="list-style-type: none"> <li>• Media narrative</li> <li>• Representations and stereotypes in film</li> </ul>	<ul style="list-style-type: none"> <li>• Story spine structure.</li> <li>• Representations poster</li> </ul>
<b>MUSIC</b>	<p>Performance</p> <ul style="list-style-type: none"> <li>• Perform Solo or group</li> <li>• Stagecraft</li> <li>• Rehearsing effectively</li> </ul> <p>Composition</p> <ul style="list-style-type: none"> <li>• Basic musical notation</li> <li>• Music influences</li> </ul>	<ul style="list-style-type: none"> <li>• All Practical Assessments</li> </ul>
<b>OUTDOOR RECREATION</b>	<ul style="list-style-type: none"> <li>• First Aid</li> <li>• Impacts on Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Practical assessment of CPR and DRABCD</li> <li>• Impacts Presentation</li> </ul>

## YEAR 9 & 10

Subject	Topics covered	The achievement grade includes assessment from the following tasks:
<b>PHYSICAL EDUCATION YEAR 9</b>	<ul style="list-style-type: none"> <li>• Minor Games</li> <li>• European Handball</li> <li>• Tchoukball</li> <li>• Speedball</li> </ul>	Teacher Observation of: <ul style="list-style-type: none"> <li>• Inclusion</li> <li>• Energetic Participation</li> <li>• Cooperation</li> </ul>
<b>PHYSICAL EDUCATION YEAR 10</b>	<ul style="list-style-type: none"> <li>• Team Games</li> <li>• Fitness Testing</li> <li>• Fitness Circuits</li> </ul>	Teacher Observation of: <ul style="list-style-type: none"> <li>• Inclusion</li> <li>• Energetic Participation</li> <li>• Cooperation</li> </ul>
<b>SCIENCE YEAR 9</b>	<ul style="list-style-type: none"> <li>• Psychology of Memory, Emotions and Human Behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Body Language Analysis</li> <li>• Psychology Unit Test</li> <li>• Emotions Poster</li> </ul>
<b>SCIENCE YEAR 10</b>	<ul style="list-style-type: none"> <li>• Chemical reactions involve rearranging atoms to form new substances</li> <li>• investigating the effect of temperature, catalysts and other factors on the rate of chemical reactions</li> </ul>	<ul style="list-style-type: none"> <li>• Reactivity of Metals practical</li> <li>• Ionic, Covalent and Metallic bonding report</li> <li>• End of unit exam</li> </ul>
<b>WORKING WITH WOOD</b>	<ul style="list-style-type: none"> <li>• Design Process</li> <li>• Research</li> <li>• Production Evaluation</li> <li>• Onguard Safety</li> <li>• Hand Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Cutting Board/Bread Box</li> <li>• Coffee Table/Free choice item</li> </ul>
<b>WORLD WARS</b>	<ul style="list-style-type: none"> <li>• The causes of WW1</li> <li>• Trench Warfare</li> <li>• Gallipoli experience</li> <li>• New weapons and technologies</li> </ul>	<ul style="list-style-type: none"> <li>• WW1 Student Booklet – folio of class activities</li> <li>• Gallipoli essay</li> <li>• Responses and participation in class discussions and tasks</li> </ul>



## VCE ENGLISH

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Subject	Topics and/or concepts	The achievement grade includes assessment from the following tasks:
<b>ENGLISH UNIT 1 &amp; 2</b>	<ul style="list-style-type: none"><li>• Reading and Creating- Area of study one- <i>Jerra Stories</i></li><li>• Argument and Persuasive Language Analysis (Unit 1 VCE English)</li></ul>	<ul style="list-style-type: none"><li>• <i>Jerra Stories</i> Creative SAC and Statement of Explanation</li><li>• Argument and Persuasive Language Analysis essay analysis skills</li><li>• Homework</li><li>• Class work, attendance and participation</li></ul>
<b>ENGLISH UNIT 3 &amp; 4</b>	<ul style="list-style-type: none"><li>• Reading and Creating- Area of Study One- <i>Like a House on Fire</i> (Unit 3 VCE English)</li><li>• Argument and Persuasive Language Analysis (Unit 3 VCE English)</li><li>• Weekly homework</li></ul>	<ul style="list-style-type: none"><li>• <i>Like a House on Fire</i> Creative SAC and Statement of Explanation</li><li>• Argument and Persuasive Language Analysis essay skills</li><li>• Weekly homework submission</li><li>• Class work, attendance and participation</li></ul>

## VCE MATHEMATICS

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Subject	Topics covered	The achievement grade includes assessment from the following tasks:
<b>GENERAL MATHEMATICS UNIT 1 &amp; 2</b>	Data Distributions: <ul style="list-style-type: none"><li>• Frequency Tables</li><li>• Histograms</li><li>• Stem and Leaf Plots</li><li>• Boxplots</li><li>• Evaluation of the Data</li></ul>	<ul style="list-style-type: none"><li>• Written Examination and Book work</li></ul>
<b>FURTHER MATHEMATICS UNIT 3 &amp; 4</b>	Data Analysis: <ul style="list-style-type: none"><li>• Univariate data</li><li>• Further data distributions</li><li>• Association between two variables</li><li>• Linear analysis</li><li>• Time series data</li></ul>	<ul style="list-style-type: none"><li>• Quiz Questions and Book work</li></ul>

## VCE ARTS

Subject	Topics covered	The achievement grade includes assessment from the following tasks:
<b>ART UNIT 1 &amp; 2</b>	<ul style="list-style-type: none"> <li>• Portraiture</li> <li>• Van Gogh/Chuck Close</li> </ul>	<ul style="list-style-type: none"> <li>• Series of portrait studies</li> <li>• Comparative research assignments</li> <li>• Documentation in Visual Diary</li> </ul>
<b>ART UNIT 3 &amp; 4</b>	<ul style="list-style-type: none"> <li>• Folio development</li> <li>• Artist Research – Tom Roberts/Julie Gough</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly exam techniques</li> <li>• Research tasks</li> <li>• Documentation in Visual Diary</li> </ul>
<b>DRAMA UNIT 1 &amp; 2</b>	<ul style="list-style-type: none"> <li>• Drama terminology</li> <li>• Stanislavski Method</li> <li>• Play building</li> <li>• Journal</li> <li>• Performance Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Ensemble script</li> <li>• Ensemble rehearsal</li> <li>• Journal / Book work</li> </ul>
<b>MEDIA UNIT 1 &amp; 2</b>	<ul style="list-style-type: none"> <li>• Representations in media.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing media</li> <li>• Teen representations in film</li> <li>• Gender representations poster</li> </ul>
<b>MEDIA UNIT 3 &amp; 4</b>	<ul style="list-style-type: none"> <li>• Media production</li> <li>• Narrative and Ideology</li> </ul>	<ul style="list-style-type: none"> <li>• Media production planning</li> <li>• Narrative text response and analysis questions.</li> </ul>
<b>VET MUSIC PERFORMANCE</b>	<ul style="list-style-type: none"> <li>• Occupational Health &amp; Safety</li> <li>• Preparation for Musical Performance</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion and written responses to OH&amp;S issues.</li> <li>• OH&amp;S Music room audit</li> <li>• Ability to follow a preparation timeline</li> </ul>

Subject	Topics covered	The achievement grade includes assessment from the following areas:
<b>HEALTH &amp; HUMAN DEVELOPMENT UNIT 1 &amp; 2</b>	Unit 1 AOS 1: <ul style="list-style-type: none"> <li>Health Perspectives and Influences</li> </ul>	<ul style="list-style-type: none"> <li>Coursework</li> <li>SAC 1 – Structured Questions</li> </ul>
<b>HEALTH &amp; HUMAN DEVELOPMENT UNIT 3 &amp; 4</b>	Unit 3 AOS 1: <ul style="list-style-type: none"> <li>Understanding Health and Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Coursework</li> <li>SAC 1 – Structured Questions and Data Analysis</li> </ul>
<b>OUTDOOR &amp; ENVIRONMENTAL STUDIES UNIT 3 &amp; 4</b>	<ul style="list-style-type: none"> <li>Australian Environment prior to humans</li> <li>Historical human relationship with Australian Environment</li> </ul>	<ul style="list-style-type: none"> <li>Formative tasks</li> <li>SAC 1</li> <li>Reflection Journal</li> </ul>
<b>PHYSICAL EDUCATION UNIT 1 &amp; 2</b>	Unit 1 AOS 1: <ul style="list-style-type: none"> <li>How does the musculoskeletal system work to produce movement?</li> </ul>	<ul style="list-style-type: none"> <li>Class work</li> <li>Class discussion</li> <li>Homework tasks</li> <li>Practical involvement</li> </ul>
<b>PHYSICAL EDUCATION UNIT 3 &amp; 4</b>	Unit 3 AOS 1: <ul style="list-style-type: none"> <li>How are movement skills improved?</li> </ul>	<ul style="list-style-type: none"> <li>Class work</li> <li>Class discussion</li> <li>Homework tasks</li> <li>Practical involvement</li> <li>Edrolo</li> </ul>
<b>VET SPORT &amp; RECREATION</b>	<ul style="list-style-type: none"> <li>Participate in WHS hazard identification, risk assessment and risk control</li> </ul>	<ul style="list-style-type: none"> <li>Bookwork</li> <li>Online Assessment Task</li> <li>Practical Risk Assessment</li> </ul>

Subject	Topics covered	The achievement grade includes assessment from the following tasks:
<b>BIOLOGY UNIT 1 &amp; 2</b>	<ul style="list-style-type: none"> <li>How do living things stay alive</li> <li>How do organisms function</li> </ul>	<ul style="list-style-type: none"> <li>Participation in class discussion</li> <li>lab report- cell size</li> <li>mammalian system poster</li> </ul>
<b>BIOLOGY UNIT 3 &amp; 4</b>	<ul style="list-style-type: none"> <li>How do cells maintain life</li> <li>How do cellular processes work</li> </ul>	<ul style="list-style-type: none"> <li>Participation in class discussion and excursion</li> <li>Lab report amylase corresponding test</li> <li>Lab report photosynthesis corresponding test</li> </ul>
<b>CHEMISTRY UNIT 1 &amp; 2</b>	Area of Study 1: How can the knowledge of elements explain the properties of matter? <ul style="list-style-type: none"> <li>The atomic nature of matter</li> <li>Electron arrangement of the periodic table</li> <li>Metals</li> <li>Ionic Bonding</li> </ul>	<ul style="list-style-type: none"> <li>Quiz on Chapters 1 and 2</li> <li>Media Response</li> <li>Review Questions</li> <li>Practical Work/Discussions</li> </ul>
<b>PHYSICS UNIT 1 &amp; 2</b>	<ul style="list-style-type: none"> <li>Thermodynamics</li> <li>Four laws of thermodynamics</li> <li>Specific Heat Capacity</li> <li>Latent Heat</li> <li>Global Systems (Climate/ weather)</li> </ul>	<ul style="list-style-type: none"> <li>Completion of unit portfolio</li> <li>Practical reports</li> <li>End of unit exam</li> </ul>
<b>PSYCHOLOGY UNIT 1 &amp; 2</b>	<ul style="list-style-type: none"> <li>Research methods</li> <li>Brain structure</li> </ul>	<ul style="list-style-type: none"> <li>SAC Hand Preference</li> <li>Learning activities</li> <li>Use of Edrolo</li> <li>Classwork task/readings</li> </ul>
<b>PSYCHOLOGY UNIT 3 &amp; 4</b>	<ul style="list-style-type: none"> <li>How Does the nervous System affect psychological thinking?</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Lesson reviews</li> <li>Revision</li> <li>SAC Nervous System</li> <li>Neuron function and stress response</li> <li>Edrolo</li> </ul>

## VCE TECHNOLOGY

<b>FOOD STUDIES UNIT 1 &amp; 2</b>	<ul style="list-style-type: none"><li>• Food from historical and cultural perspectives</li><li>• Origins and roles of food through time and across the world.</li></ul> <p>Area of Study 1</p> <ul style="list-style-type: none"><li>• How humanity has historically sourced its food</li><li>• Examining progression from hunter-gatherer to rural-based agriculture, to urban living and global trade in food</li><li>• Origins of food and particular food-producing regions of the world</li></ul>	<ul style="list-style-type: none"><li>• Transition Handbook</li><li>• SAC 1: Identify and explain major factors in the development of a globalised food supply and demonstrate adaptations of selected food from earlier cuisines through practical activities</li></ul>
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## VCE HUMANITIES

<b>Subject</b>	<b>Topics covered</b>	<b>The achievement grade includes assessment from the following tasks:</b>
<b>20TH CENTURY HISTORY UNIT 1 &amp; 2</b>	<ul style="list-style-type: none"><li>• Ideology and conflict: Treaties and ideologies in between the world wars</li></ul>	<ul style="list-style-type: none"><li>• Practice School Assessed Coursework</li><li>• School Assessed Coursework: Primary source analysis task</li><li>• Responses and participation in class discussions and activities</li></ul>

## VCAL

The VCAL program comprises of 3 levels; Foundation, Intermediate and Senior. Students undertaking the VCAL program will be working on a combination of practical and theoretical tasks aimed at their level throughout the year, with the aim of achieving the Senior VCAL certificate by the end of their 2<sup>nd</sup> year in the program.

<b>VCAL</b>	<b>OUTCOMES</b>
<b>LITERACY READING &amp; WRITING</b>	
LEARNING OUTCOME 1	Writing Self Expression
LEARNING OUTCOME 2	Writing Practical purposes
LEARNING OUTCOME 3	Writing for knowledge
LEARNING OUTCOME 4	Writing for public debate
LEARNING OUTCOME 5	Reading self expression
LEARNING OUTCOME 6	Reading practical purposes
LEARNING OUTCOME 7	Reading knowledge
LEARNING OUTCOME 8	Reading public debate
<b>LITERACY ORACY</b>	
LEARNING OUTCOME 1	Oracy self expression
LEARNING OUTCOME 2	Oracy for knowledge
LEARNING OUTCOME 3	Oracy for practical purposes
LEARNING OUTCOME 4	Oracy exploring issues
<b>NUMERACY SKILLS FOUNDATION</b>	
LEARNING OUTCOME 1	Numerical skills
LEARNING OUTCOME 2	Financial Literacy
LEARNING OUTCOME 3	Plan and organise
LEARNING OUTCOME 4	Measure represent and design
LEARNING OUTCOME 5	Preparing for work
<b>INTERMEDIATE UNIT 1</b>	
LEARNING OUTCOME 1	Numerical skills
LEARNING OUTCOME 2	Financial literacy workplace
LEARNING OUTCOME 3	Plan and organise
LEARNING OUTCOME 4	Measure represent and design
<b>INTERMEDIATE UNIT 2</b>	
LEARNING OUTCOME 1	Design numeracy based project plan in familiar industry
LEARNING OUTCOME 2	Apply numeracy skills in industry context
LEARNING OUTCOME 3	Use appropriate software tools and devices to represent data

<b>VCAL</b>	<b>OUTCOMES</b>
<b>WORK RELATED SKILLS UNIT 1</b>	
LEARNING OUTCOME 1	Learn about selected workplace or industry setting
LEARNING OUTCOME 2	Identify OHS roles and responsibilities
LEARNING OUTCOME 3	Identify OHS problems in selected workplace
LEARNING OUTCOME 4	Plan and organise work related activity meeting OHS requirements
LEARNING OUTCOME 5	Work in team to complete safe work activity
LEARNING OUTCOME 6	ICT for work related activity
<b>WORK RELATED SKILLS UNIT 2</b>	
LEARNING OUTCOME 1	Prepare work related activity
LEARNING OUTCOME 2	Communicate work related ideas and information
LEARNING OUTCOME 3	Plan and organise work related activity
LEARNING OUTCOME 4	Identify problem and solve in work related act
LEARNING OUTCOME 5	Work in team
LEARNING OUTCOME 6	Use ICT for work related act
<b>PERSONAL DEVELOPMENT SKILLS UNIT 1</b>	
LEARNING OUTCOME 1	Plan and organise activity
LEARNING OUTCOME 2	Demonstrate knowledge to specific activity / goal
LEARNING OUTCOME 3	Demonstrate knowledge to specific activity / goal
LEARNING OUTCOME 4	Solve problem related to specific activity /goal
LEARNING OUTCOME 5	Demonstrated team work
<b>PERSONAL DEVELOPMENT SKILLS UNIT 2</b>	
LEARNING OUTCOME 1	Identify rights and responsibilities of individuals in community
LEARNING OUTCOME 2	Plan and organise activity in community
LEARNING OUTCOME 3	Communicate information on social issue/activity
LEARNING OUTCOME 4	Communicate effectively to resolve problem
LEARNING OUTCOME 5	Demonstrate teamwork skills and work effectively in group/team

## ATTITUDE AND EFFORT DESCRIPTORS

100%	<p>A student at this level:</p> <ul style="list-style-type: none"> <li>• Requests teacher feedback and incorporates it into their work</li> <li>• Actively seeks enrichment or extension</li> <li>• Actively promotes inclusion and tolerance in class</li> <li>• Demonstrates active interest in content through curiosity or questioning</li> <li>• Initiates discussion in class</li> <li>• Completes class and home work efficiently</li> </ul>
90%	Has shown improvement in the characteristics described at 80 but not yet at the level above.
80%	<p>A student at this level:</p> <ul style="list-style-type: none"> <li>• Incorporates teacher feedback into their work</li> <li>• Joins in class discussions/activities without being prompted</li> <li>• Responds respectfully to points of disagreement</li> <li>• Always brings necessary materials</li> <li>• Always on time to class</li> <li>• Completes class and home work efficiently</li> </ul>
70%	Has shown improvement in the characteristics described at 60 but not yet at the level above.
60%	<p>A student at this level:</p> <ul style="list-style-type: none"> <li>• Completes class and home work efficiently</li> <li>• Participates in class discussions/activities when prompted by teacher</li> <li>• Responds respectfully to other students</li> <li>• Usually brings necessary materials</li> <li>• Usually on time to class</li> </ul>
50%	Has shown improvement in the characteristics described at 40 but not yet at the level above.
40%	<p>A student at this level:</p> <ul style="list-style-type: none"> <li>• Late on numerous occasions</li> <li>• Distracts other students from their work</li> <li>• Distracted when completing class work</li> <li>• No sign that feedback is incorporated into their work</li> <li>• Reluctant to participate in class discussion/activities</li> </ul>
30%	Has not yet reached the level above
20%	<p>A student at this level:</p> <ul style="list-style-type: none"> <li>• Chronically late without explanation</li> <li>• Persistently avoids participation in class, or engagement with course content, even when directed</li> <li>• Shows disregard for teacher feedback</li> <li>• Has displayed aggressive or intimidating behaviour towards other students or teachers</li> </ul>

These descriptions are meant as guidelines for judging students for attitude and effort for the Student Progress Report. For a student to score at a specific level they should be displaying most of the characteristics described at that level. In the case of a student who is displaying characteristics at a number of levels, use teacher discretion to choose the most appropriate level for that student.