



Engage Inspire Enjoy



## Assessment 2

### Years 9-12

### Weeks 6-13

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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.

## YEAR 9 & 10

Subject	Topics covered	The achievement grade includes assessment from the following tasks:
<b>AC NEWS &amp; GENUINE JOURNALISM</b>	<ul style="list-style-type: none"> <li>• Broadcast News</li> <li>• Beyond Relaying the News</li> <li>• Photojournalism</li> </ul>	<ul style="list-style-type: none"> <li>• AC News Style Video News segment</li> <li>• Beyond Relaying the News assignment</li> <li>• Photojournalism work</li> </ul>
<b>Art 1</b>	<ul style="list-style-type: none"> <li>• Mono Print</li> <li>• Stencil Print</li> <li>• Papier Mache Mask</li> <li>• Visual Diary</li> </ul>	<ul style="list-style-type: none"> <li>• Free choice mandala image</li> <li>• Personal choice image</li> <li>• Personal mask</li> <li>• Maintaining class notes</li> <li>• Visual Diary: generating original ideas, understanding processes and techniques, trialling and testing media, presenting final artworks</li> </ul>
<b>YEAR 9 ENGLISH</b>	<ul style="list-style-type: none"> <li>• Argument and Persuasive Language Analysis writing</li> <li>• Text study (<i>Hunger and other stories</i>)</li> <li>• POV Oral Presentations</li> <li>• Weekly writing folio</li> </ul>	<ul style="list-style-type: none"> <li>• Persuasive essay</li> <li>• Class discussion and classwork</li> <li>• Homework tasks</li> <li>• Oral Presentation</li> <li>• Weekly writing</li> </ul>
<b>YEAR 10 ENGLISH</b>	<ul style="list-style-type: none"> <li>• Text study (<i>Animal Farm</i>)</li> <li>• Persuasive Oral Presentation</li> <li>• Argument and Persuasive Language Analysis</li> <li>• Weekly Grammar and Comprehension homework</li> <li>• Writing folio</li> </ul>	<ul style="list-style-type: none"> <li>• Persuasive oral presentation</li> <li>• Class discussion and classwork</li> <li>• In class analysis of sample persuasive articles</li> <li>• Holiday homework and weekly homework tasks</li> <li>• Weekly in class writing folio</li> </ul>
<b>BALL SPORTS &amp; ACTIVE LIFESTYLES</b>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Handball</li> <li>• Student Led Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of inclusion</li> <li>• Collaboration</li> <li>• Energetic participation</li> </ul>
<b>BRIEF HISTORY OF EVERYTHING</b>	<ul style="list-style-type: none"> <li>• Ancient Civilisations,</li> <li>• Age of Exploration,</li> <li>• Industrial Revolution</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient Civilisations Quiz,</li> <li>• Explorer Brochure,</li> <li>• bookwork and class participation</li> </ul>

Subject	Topics covered	The achievement grade includes assessment from the following tasks:
<b>CAFÉ AND PRODUCTION</b>	<ul style="list-style-type: none"> <li>• Develop an understanding of running a café, and create a business plan for a group café, including marketing, presentation, target consumers</li> <li>• Practical Cooking Skills (time management, presentation, safety)</li> <li>• Cooking methods</li> <li>• Evaluation Skills</li> <li>• Presentation of a dish</li> </ul>	<ul style="list-style-type: none"> <li>• Observations from cooking (time management, quality of dish, presentation, cooking skills, working in teams, kitchen and food safety)</li> <li>• Café Business Plan</li> <li>• Evaluations</li> </ul>
<b>FORENSIC SCIENCE</b>	<ul style="list-style-type: none"> <li>• DNA</li> <li>• Blood and Bones</li> </ul>	<ul style="list-style-type: none"> <li>• Practical Activities</li> <li>• Classwork</li> <li>• Test</li> </ul>
<b>GLOBAL FOOD</b>	<ul style="list-style-type: none"> <li>• Thailand culture through food</li> <li>• Greek culture through food</li> <li>• Vietnamese culture through food</li> </ul>	<ul style="list-style-type: none"> <li>• Practical outcomes</li> <li>• Ability to follow a recipe and time management in the kitchen</li> <li>• Textbook tasks</li> </ul>
<b>HEALTHY ADVANTAGE</b>	<ul style="list-style-type: none"> <li>• Australia's Health and Illness</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Bookwork</li> <li>• Test</li> </ul>
<b>LEARN TO COOK FOR LIFE</b>	<ul style="list-style-type: none"> <li>• The importance of a healthy diet, focusing on the impacts of Junk Food on the diet.</li> </ul>	<ul style="list-style-type: none"> <li>• Observations from cooking (time management, quality of dish, presentation, cooking skills, working in teams, kitchen and food safety)</li> <li>• Junk Food Flip Assignment- including students cooking their own dish</li> <li>• Evaluations</li> </ul>
<b>MARINE BIOLOGY</b>	<ul style="list-style-type: none"> <li>• Fish Anatomy and Behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Practical work and test</li> </ul>

Subject	Topics covered	The achievement grade includes assessment from the following tasks:
<b>MECHANICS, MECHANISMS &amp; MACHINERY</b>	<ul style="list-style-type: none"> <li>• Design process</li> <li>• Research</li> <li>• Production</li> <li>• Evaluation</li> <li>• Safety</li> <li>• OnGuard Training</li> </ul>	<ul style="list-style-type: none"> <li>• Hammer</li> <li>• Machinery Use</li> </ul>
<b>MEDIA PRODUCTION</b>	<ul style="list-style-type: none"> <li>• Film making skills &amp; techniques</li> <li>• Adobe Premier editing</li> <li>• Media Production &amp; Job roles</li> </ul>	<ul style="list-style-type: none"> <li>• Making &amp; producing a film</li> <li>• Storyboarding</li> <li>• Editing</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>• Blues lyrics</li> <li>• Simple Blues improvisation(Pentatonic and Blues Scales)</li> <li>• Rock /Pop Lyrics</li> <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 &amp; SKILLS</b>	<ul style="list-style-type: none"> <li>• Rock Climbing &amp; Navigation</li> <li>• Teamwork, Leadership and Initiative</li> </ul>	<ul style="list-style-type: none"> <li>• Technology task</li> <li>• Rock Climbing Knots tick sheet</li> <li>• Navigation worksheet</li> <li>• Initiative Games task</li> </ul>
<b>PERSONAL FITNESS</b>	<ul style="list-style-type: none"> <li>• Fitness Components</li> <li>• Joints</li> <li>• Planes of Movement</li> <li>• Creating a fitness program</li> </ul>	<ul style="list-style-type: none"> <li>• Successful completion of Individual Fitness Program</li> <li>• Hurdle tasks: Joint &amp; Fitness Components</li> <li>• Participation in Practical sessions</li> </ul>
<b>RACQUET SPORTS &amp; ACTIVE LIFESTYLES</b>	<ul style="list-style-type: none"> <li>• Table Tennis</li> <li>• Badminton</li> <li>• Student led activities</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of inclusion</li> <li>• Collaboration and energetic participation</li> </ul>

Subject	Topics covered	The achievement grade includes assessment from the following tasks:
<b>WORKING WITH WOOD</b>	<ul style="list-style-type: none"> <li>• Design process</li> <li>• Research</li> <li>• Production</li> <li>• Evaluation</li> <li>• Safety</li> <li>• OnGuard Training</li> </ul>	<ul style="list-style-type: none"> <li>• Breadbox / Bowl / Personal Item</li> </ul>
<b>YEAR 10 CAREERS &amp; COMMUNITY SERVICE</b>	<ul style="list-style-type: none"> <li>• Employment Pathways Cert I:</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation for Employment</li> <li>• Workplace expectations</li> <li>• Industry Research</li> <li>• Investigating Workplaces</li> <li>• Workplace Hierarchy</li> </ul>
<b>YEAR 9/10 MATHEMATICS</b>	<ul style="list-style-type: none"> <li>• Maths Pathway modules selected by students.</li> </ul>	<ul style="list-style-type: none"> <li>• Maths Pathway levels will be used as the basis of the academic assessment. These levels are derived from the tests completed on a fortnightly basis.</li> </ul>

Year 9 Mathematics Assessment	
Report 1 & 2	
VC Level	% for Report
9+	100
8.5	90
8	80
7.5	70
7	60
6	50
5	40
4	30
3	20
2	10

Year 10 Mathematics Assessment	
Report 1 & 2	
VC Level	% for Report
10+	100
9.5	90
9	80
8.5	70
8	60
7	50
6	40
5	30
4	20
3	10

## 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>• Argument and Persuasive Language Analysis (Unit 1 VCE English)</li><li>• Point of View Oral Presentations (Unit 1 VCE English)</li></ul>	<ul style="list-style-type: none"><li>• Argument and Persuasive Language Analysis essay SAC</li><li>• Point of View Persuasive Oral Presentation to an audience SAC</li></ul>
<b>ENGLISH UNIT 3 &amp; 4</b>	<ul style="list-style-type: none"><li>• Argument and Persuasive Language Analysis (Unit 3 VCE English)</li><li>• Point of View Oral Presentations (Unit 4 VCE English)</li><li>• Weekly homework essays</li></ul>	<ul style="list-style-type: none"><li>• Argument and Persuasive Language Analysis essay SAC</li><li>• Point of View Persuasive Oral Presentation to an audience SAC</li><li>• Weekly homework essays</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>	<ul style="list-style-type: none"><li>• Investigating &amp; Comparing Data Distributions,</li><li>• Number Patterns &amp; Recursion</li></ul>	<ul style="list-style-type: none"><li>• SAC 2 – Investigating DataNumber Patterns &amp; Recursion classwork</li></ul>
<b>FURTHER MATHEMATICS UNIT 3 &amp; 4</b>	<ul style="list-style-type: none"><li>• Data Analysis/Statistics</li><li>• Recursion</li></ul>	<ul style="list-style-type: none"><li>• Classwork and associated tasks with Recursion</li><li>• SAC 1 - Data Analysis</li></ul>

## VCE ARTS

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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>• ‘Dream and Nightmares’</li><li>• Thematic study and investigation into artists</li></ul>	<ul style="list-style-type: none"><li>• Series of response to theme</li><li>• Comparative research task</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>• Growth of research work on Roberts/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>MEDIA UNIT 1 &amp; 2</b>	<ul style="list-style-type: none"><li>• Media Forms in Production</li></ul>	<ul style="list-style-type: none"><li>• Textbook questions</li><li>• Stop motion animation</li><li>• Poster Design</li></ul>
<b>MEDIA UNIT 3 &amp; 4</b>	<ul style="list-style-type: none"><li>• Media production Plan</li><li>• Narrative and Ideology</li></ul>	<ul style="list-style-type: none"><li>• Media production planning documents</li><li>• Narrative text analysis</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>

## VCE HUMANITIES

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Subject	Topics covered	The achievement grade includes assessment from the following tasks:
<b>HISTORY UNIT 1 &amp; 2</b>	<ul style="list-style-type: none"><li>• Consequences of the American Revolution</li></ul>	<ul style="list-style-type: none"><li>• School-assessed coursework</li><li>• Classwork and associated tasks</li></ul>

Subject	Topics covered	The achievement grade includes assessment from the following areas:
<b>HEALTH &amp; HUMAN DEVELOPMENT UNIT 1 &amp; 2</b>	<ul style="list-style-type: none"> <li>• Sociocultural factors affecting health status</li> <li>• Health and Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>• Classwork</li> <li>• Topic 3 Test</li> <li>• Discussion</li> <li>• Homework</li> <li>• SAC 1</li> </ul>
<b>HEALTH &amp; HUMAN DEVELOPMENT UNIT 3 &amp; 4</b>	<ul style="list-style-type: none"> <li>• Australia's Health &amp; National Health Priority Areas</li> </ul>	<ul style="list-style-type: none"> <li>• SAC</li> <li>• Questions</li> </ul>
<b>OUTDOOR &amp; ENVIRONMENTAL STUDIES UNIT 1 &amp; 2</b>	<ul style="list-style-type: none"> <li>• Experiencing Outdoor Environments</li> </ul>	<ul style="list-style-type: none"> <li>• Workbook Tasks</li> <li>• SAC—Written Assessment/Reflection Journal</li> </ul>
<b>PHYSICAL EDUCATION UNIT 1 &amp; 2</b>	<ul style="list-style-type: none"> <li>• The structure and function of the cardiorespiratory system</li> <li>• Illegal and legal methods and substances to enhance the cardiorespiratory system</li> </ul>	<ul style="list-style-type: none"> <li>• SACS</li> <li>• Topic questions, classwork and associated tasks</li> <li>• Use of Edrolo</li> <li>• Practical work</li> </ul>
<b>PHYSICAL EDUCATION UNIT 3 &amp; 4</b>	Unit 3 AOS 2: <ul style="list-style-type: none"> <li>• Energy Systems</li> <li>• Oxygen Uptake</li> <li>• Acute Physiological responses</li> </ul>	U3 AOS2 SAC 2A <ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Practical Participation</li> <li>• Class work and homework</li> </ul>
<b>VET SPORT &amp; RECREATION</b>	<ul style="list-style-type: none"> <li>• Participating in a safe workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Online Assessment</li> <li>• Class Participation</li> </ul>



Subject	Topics covered	The achievement grade includes assessment from the following tasks:
<b>PSYCHOLOGY UNIT 1 &amp; 2</b>	<ul style="list-style-type: none"> <li>Brain Structure</li> <li>Brain Plasticity and Brain Damage</li> </ul>	<ul style="list-style-type: none"> <li>SAC Brain structure /Nervous system</li> <li>Learning Activities</li> <li>Use of Edrolo</li> <li>Various Classwork Tasks</li> </ul>
<b>PSYCHOLOGY UNIT 3 &amp; 4</b>	<ul style="list-style-type: none"> <li>Models of Learning &amp; Memory</li> <li>Neural Basis of Learning &amp; Memory</li> </ul>	<ul style="list-style-type: none"> <li>Reproduction of Memory Models</li> <li>Multiple choice Test</li> <li>Edrolo</li> <li>Classwork tasks and discussions</li> </ul>
<b>BIOLOGY UNIT 1 &amp; 2</b>	<ul style="list-style-type: none"> <li>How do living things sustain life?</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Project and practical work</li> <li>Test</li> </ul>
<b>BIOLOGY UNIT 3 &amp; 4</b>	<ul style="list-style-type: none"> <li>How do Cellular Processes work?</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Project and practical work</li> <li>Tests</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.