

Engage Inspire Enjoy



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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.

Subject	Topics covered	The achievement grade includes assessment from the following tasks:
<b>Art 2</b>	<ul style="list-style-type: none"> <li>• Building studies</li> <li>• Portraits</li> <li>• Renaissance arts &amp; selected 19th century art styles</li> </ul>	<ul style="list-style-type: none"> <li>• Building artwork</li> <li>• Portrait drawings</li> <li>• Visual diary</li> <li>• Theory test</li> </ul>
<b>BALL SPORTS &amp; ACTIVE LIFESTYLES</b>	<ul style="list-style-type: none"> <li>• Volleyball and student led activities</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation of energetic participation, cooperation and inclusiveness</li> </ul>
<b>BIOLOGY AND ENVIRONMENTAL STUDIES</b>	<ul style="list-style-type: none"> <li>• Environmental Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Posters</li> <li>• Class work</li> </ul>
<b>BREADS, CAKES AND PASTRIES</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>• Cake baking</li> <li>• Cake decorating techniques.</li> <li>• Styles of cake decorating</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly evaluations</li> <li>• Weekly cooking sessions</li> <li>• Final major assessment of designing own cake for chosen them (wedding, birthday etc). This also includes- picking own cake, design and icing.</li> </ul>
<b>BUILD YOUR OWN BUSINESS</b>	<ul style="list-style-type: none"> <li>• Marketing</li> <li>• Business planning</li> </ul>	<ul style="list-style-type: none"> <li>• Work Portfolio</li> <li>• Business plan</li> </ul>

Subject	Topics covered	The achievement grade includes assessment from the following tasks:
<b>CREATIVE WRITING</b>	<ul style="list-style-type: none"> <li>• Personal Writing Unit</li> <li>• Realistic Fiction Unit</li> <li>• Literary Techniques Review</li> </ul>	<ul style="list-style-type: none"> <li>• Coming of Age Creative Story</li> <li>• Literary Techniques &amp; Grammar Post-test</li> <li>• Literary techniques tasks</li> <li>• Free Choice Writing Folio</li> <li>• Class discussion and participation</li> </ul>
<b>DIGITAL TECHNOLOGY AND COMPUTING</b>	<ul style="list-style-type: none"> <li>• Cover design and programming techniques</li> <li>• Creating a design in 3D using software and printers</li> <li>• Research trends in technology; robotics, A.I. etc.</li> <li>• Virtual reality, What is it?</li> <li>• Internet security and safety</li> <li>• Cloud storage, my profile, risks and rewards by being online</li> </ul>	<ul style="list-style-type: none"> <li>• Classwork</li> <li>• Assignments</li> </ul>
<b>YEAR 9 ENGLISH</b>	<ul style="list-style-type: none"> <li>• Weekly writing folio</li> <li>• Weekly literacy skills</li> <li>• Homework tasks</li> <li>• Film Text analysis</li> <li>• Debating skills and techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Writing folio</li> <li>• Homework tasks</li> <li>• Class discussion and participation</li> <li>• Film text essay</li> <li>• Debating activities</li> </ul>

Subject	Topics covered	The achievement grade includes assessment from the following tasks:
<b>YEAR 10 ENGLISH</b>	<ul style="list-style-type: none"> <li>• Comparative Text Study (<i>Night</i> and <i>Schindler's List</i>)</li> <li>• Weekly writing folio</li> <li>• Weekly literacy skills</li> <li>• Argument and Persuasive Language Analysis</li> <li>• Oral Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Comparative Text Response Essay</li> <li>• Oral Presentations</li> <li>• Writing folio</li> <li>• Class discussion and participation</li> </ul> <p><b>Pre-VCE students:</b></p> <ul style="list-style-type: none"> <li>• Persuasive Text Analysis classwork and assessment</li> </ul> <p><b>Pre-VCAL students:</b></p> <ul style="list-style-type: none"> <li>• Resume</li> <li>• Cover Letter</li> </ul>
<b>ELECTRONICS AND ELECTRICAL</b>	<ul style="list-style-type: none"> <li>• Design process</li> <li>• Research</li> <li>• Production</li> <li>• Evaluation</li> <li>• Safety</li> <li>• Hand Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Radio / Bionic Ear/ Solar kit / Electronic Dice</li> </ul>
<b>FILM AND TELEVISION STUDIES</b>	<ul style="list-style-type: none"> <li>• Film narrative and structure</li> <li>• Genre styles and conventions</li> </ul>	<ul style="list-style-type: none"> <li>• Film analysis and worksheets</li> <li>• Story structure analysis</li> </ul>
<b>HOLISTIC HEALTH</b>	<ul style="list-style-type: none"> <li>• Understand the physical expectations and requirements for their age group</li> <li>• Be able to describe what a healthy meal looks like</li> <li>• Explore different types of activities within the local community</li> </ul>	<ul style="list-style-type: none"> <li>• Observations from cooking- time management, cooking skills, working in teams, and kitchen safety.</li> <li>• Evaluations</li> <li>• Completion of written tasks</li> <li>• Class activities.</li> </ul>
<b>HOW STUFF WORKS</b>	<ul style="list-style-type: none"> <li>• Research science</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Experiment tasks</li> <li>• Reflections</li> <li>• Book work</li> </ul>

Subject	Topics covered	The achievement grade includes assessment from the following tasks:
<b>LEARN TO COOK FOR LIFE</b>	<ul style="list-style-type: none"> <li>• Sustainability in the kitchen. Including reducing waste, farming/ gardening, the affects particular products have on the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Observations from cooking- time management, cooking skills, working in teams, and kitchen safety.</li> <li>• Evaluations</li> <li>• Completed question in class time.</li> <li>• Working on school veggie patch</li> <li>• Assignment on sustainable foods.</li> </ul>
<b>METAL FABRICATION, SCULPTURE AND WELDING</b>	<ul style="list-style-type: none"> <li>• Design process</li> <li>• Research</li> <li>• Production</li> <li>• Evaluation</li> <li>• Safety</li> <li>• Hand Skills</li> </ul>	<ul style="list-style-type: none"> <li>• BBQ / Fire Pit / Bedside Draw Set</li> </ul>
<b>MASTER CHEF</b>	<ul style="list-style-type: none"> <li>• Learning to write own recipes from scratch, using limited ingredients from a Mystery Box</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>• Procedural writing of recipe.</li> <li>• Research conducted for each mystery box.</li> </ul>
<b>OUTDOOR RECREATION &amp; SKILLS</b>	<ul style="list-style-type: none"> <li>• Impacts of outdoor recreation and wilderness first aid</li> </ul>	<ul style="list-style-type: none"> <li>• Impacts presentation</li> <li>• Exam</li> </ul>
<b>PEOPLE, POWER AND PUNISHMENT</b>	<ul style="list-style-type: none"> <li>• Human rights</li> </ul>	<ul style="list-style-type: none"> <li>• Folio of activities, research project, classwork</li> </ul>

## YEAR 9 & 10

<b>PERSONAL FITNESS</b>	<ul style="list-style-type: none"> <li>• Fitness testing</li> <li>• Workout variations</li> <li>• Creating and running your own fitness class</li> <li>• Training plans</li> <li>• Energy systems</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness testing</li> <li>• Run your own fitness class assessment/class review</li> <li>• Training plan assessment and implementation</li> <li>• Class discussions and bookwork</li> <li>• Energy systems quiz</li> </ul>
<b>PHYSICS AND CHEMISTRY</b>	<ul style="list-style-type: none"> <li>• Science Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Research,</li> <li>• logbook,</li> <li>• participation and presentation</li> </ul>
<b>PSYCHOLOGY AND SCIENCE OF TEENS</b>	<ul style="list-style-type: none"> <li>• How we learn and remember</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Class experiments</li> <li>• Neuron diagram or poster</li> <li>• Brain model or poster</li> </ul>
<b>YOUTH HEALTH ISSUES</b>	<ul style="list-style-type: none"> <li>• Destigmatising mental illness task</li> </ul>	<ul style="list-style-type: none"> <li>• Change, challenge and risk assignment</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 Assessment	
Report 6	
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

Year 10 Assessment	
Report 6	
VC Level	% for Report
11+	100
10.5	90
10	80
9.5	70
9	60
8	50
7	40
6	30
5	20
4	10

## VCE ENGLISH

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Subject	Topics and/or concepts	The achievement grade includes
<b>ENGLISH UNIT 1 &amp; 2</b>	<ul style="list-style-type: none"><li>• Unit 2 VCE English coursework</li><li>• Comparing texts Montana 1948 and 12 Angry Men</li><li>• Argument and Persuasive Language Analysis</li><li>• Revision for year</li></ul>	<ul style="list-style-type: none"><li>• Class discussion and participation</li><li>• Exam</li></ul>

## VCE MATHEMATICS

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Subject		The achievement grade includes
<b>GENERAL MATHEMATICS UNIT 1 &amp; 2</b>	<ul style="list-style-type: none"><li>• Statistics: univariate and bivariate Data</li><li>• Trigonometry</li></ul>	<ul style="list-style-type: none"><li>• Topic tests and assignments</li><li>• Semester exam</li><li>• End of Year Exam</li></ul>

## VCE HUMANITIES

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Subject	Topics covered	The achievement grade includes
<b>HISTORY UNIT 1 &amp; 2</b>	<ul style="list-style-type: none"><li>• Russian Revolution</li></ul>	<ul style="list-style-type: none"><li>• End of year exam,</li><li>• classwork</li></ul>

Subject	Topics covered	The achievement grade includes
<b>ART UNIT 1 &amp; 2</b>	<ul style="list-style-type: none"> <li>• Area of study 1 “Contemporary artworks and culture”</li> <li>• Area of study 2 “Art making and contemporary culture”</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of the impact of artworks created by Eddie Adams and Jacques Louis David</li> <li>• Visual diary</li> <li>• War and conflicts artworks</li> </ul>
<b>MEDIA UNIT 1 &amp; 2</b>	<ul style="list-style-type: none"> <li>• Media and change</li> <li>• New media technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Film analysis</li> <li>• Media theory and terminology</li> </ul>
<b>VET MUSIC PERFORMANCE</b>	<p>First year</p> <ul style="list-style-type: none"> <li>• Contribute to health and safety of self and others</li> <li>• Implementing copyright arrangements</li> <li>• Work effectively in the music industry</li> <li>• Incorporate technology into musical pieces</li> <li>• Apply knowledge of style and genre to music industry practice</li> </ul> <p>Second year</p> <ul style="list-style-type: none"> <li>• Develop technical skills in performance</li> <li>• Prepare for performances</li> <li>• Develop and maintain stagecraft skills</li> <li>• Perform music as a soloist</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of work booklets, class discussion and participation</li> <li>• Creation of electronic music using standard techniques</li> <li>• Performing in multiple musical styles</li> </ul> <ul style="list-style-type: none"> <li>• Developing skills through music tuition and feedback</li> <li>• Performing multiple musical pieces including by memory</li> <li>• Demonstrating rehearsal techniques and preparation for performances</li> </ul>



## VCE PE & HEALTH

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Subject	Topics covered	The achievement grade includes assessment from the following areas:
<b>HEALTH &amp; HUMAN DEVELOPMENT UNIT 1 &amp; 2</b>	Unit 2 VCE HHD coursework <ul style="list-style-type: none"><li>• Developmental transitions</li><li>• Australian Healthcare</li></ul>	<ul style="list-style-type: none"><li>• Developmental transactions SAC</li><li>• Australian Healthcare SAC</li><li>• Class discussions and bookwork</li><li>• Homework tasks</li></ul>
<b>OUTDOOR &amp; ENVIRONMENTAL STUDIES UNIT 1 &amp; 2</b>	<ul style="list-style-type: none"><li>• Impacts on outdoor environment</li></ul>	<ul style="list-style-type: none"><li>• SAC</li><li>• Exam</li></ul>
<b>PHYSICAL EDUCATION UNIT 1 &amp; 2</b>	<ul style="list-style-type: none"><li>• Physical Activity, Sport and society</li><li>• Contemporary Issues associated with physical activity</li><li>• </li></ul>	<ul style="list-style-type: none"><li>• Unit 2 AOS 2 SAC</li><li>• Topic questions, classwork and associated tasks</li><li>• Class Discussion</li><li>• Practical involvement</li><li>• Unit 2 exam</li></ul>
<b>VET SPORT &amp; RECREATION</b>	<ul style="list-style-type: none"><li>• Use Social Media tools for collaboration and engagement</li></ul>	<ul style="list-style-type: none"><li>• Completion of all outstanding competencies</li><li>• Engagement in the Step Up program</li></ul>

## VCE SCIENCE

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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>• Attitudes</li></ul>	<ul style="list-style-type: none"><li>• SAC : Major investigation</li><li>• Learning activities</li><li>• Use of Edrolo</li><li>• Exam</li></ul>
<b>BIOLOGY UNIT 1 &amp; 2</b>	AOS 3: Investigation of an Issue	<ul style="list-style-type: none"><li>• Science report and Exam</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.