

# Assessment Guide 2019

## Assessment 5 Weeks 27-33



### CONTENTS

YEAR 9 & 10 SUBJECTS	2
VCE ENGLISH	6
VCE MATHS	6
VCE HUMANITIES	6
VCE ARTS	7
VCE PE & HEALTH	8
VCE SCIENCE	9
VCAL	10
ATTITUDE AND EFFORT DESCRIPTORS	12

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>• European handball</li> <li>• Sabakiball</li> <li>• Speedball</li> <li>• Spasketball</li> <li>• Student led activities</li> <li>• Fitness testing</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>• Evolution</li> </ul>	<ul style="list-style-type: none"> <li>• Class timeline assignment</li> <li>• Class work</li> <li>• Quiz</li> </ul>
<b>BREADS, CAKES AND PASTRIES</b>	<ul style="list-style-type: none"> <li>• Understand the role of ingredients in muffins.</li> <li>• Design a sweet muffin and bake</li> <li>• Understanding the role of active ingredients in bread and bread products. Baking three types of breads- white bread, pita pocket bread and sough dough bread.</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>• Design a sweet and savoury muffin. Cook your dish.</li> <li>• Class activities.</li> </ul>
<b>BUILD YOUR OWN BUSINESS</b>	<ul style="list-style-type: none"> <li>• The future of jobs</li> <li>• Business planning</li> </ul>	<ul style="list-style-type: none"> <li>• Future job reflection</li> <li>• Workbook</li> <li>• Business plan proposal</li> </ul>
<b>CREATIVE WRITING</b>	<ul style="list-style-type: none"> <li>• Poetry unit</li> <li>• Symbolism unit</li> <li>• Science fiction/fantasy genre</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion and participation</li> <li>• Poetry folio</li> <li>• Science fiction class work</li> <li>• Symbolism writing piece</li> </ul>

Subject	Topics covered	The achievement grade includes assessment from the following tasks:
<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>• Argument and persuasive language analysis</li> <li>• Weekly writing folio</li> <li>• Weekly literacy skills</li> <li>• Homework task</li> </ul>	<ul style="list-style-type: none"> <li>• Audience and purpose work</li> <li>• Class discussion and participation</li> <li>• Introduction to film analysis</li> <li>• Homework writing tasks</li> <li>• Personal writing folio</li> </ul>
<b>YEAR 10 ENGLISH</b>	<ul style="list-style-type: none"> <li>• Weekly writing folio</li> <li>• Comparative text study (<i>Night</i> and <i>Schindler's List</i>)</li> <li>• Text essay writing skills</li> <li>• Comparative character analysis</li> <li>• Weekly literacy skills</li> <li>• Homework tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Writing folio</li> <li>• Comparative text response essay</li> <li>• Comparative quote analysis</li> <li>• Homework writing tasks</li> <li>• Class discussion and participation</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>• Electric motor</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>

Subject	Topics covered	The achievement grade includes assessment from the following tasks:
<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>
<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>• ‘Supersize Me’ documentary</li> <li>• Comparing junk food to home cooked meals</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>• Junk food flip assignment</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>• Stool / Bedside draw set/BBQ</li> </ul>
<b>MASTER CHEF</b>	<ul style="list-style-type: none"> <li>• Safety in the kitchen</li> <li>• Masterclasses.</li> <li>• Cooking methods</li> <li>• Sensory analysis</li> <li>• Practical sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly evaluations</li> <li>• Weekly cooking sessions</li> <li>• Mystery box challenges—writing own recipes, ingredients etc</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 and practical observations of first aid.</li> </ul>

Subject	Topics covered	The achievement grade includes assessment from the following tasks:
<b>PEOPLE, POWER AND PUNISHMENT</b>	<ul style="list-style-type: none"> <li>• Criminal law</li> <li>• Civil law</li> </ul>	<ul style="list-style-type: none"> <li>• Exam</li> <li>• Class participation</li> <li>• In class tasks</li> </ul>
<b>PERSONAL FITNESS</b>	<ul style="list-style-type: none"> <li>• Skeletal muscles and anatomical movements</li> <li>• Components of fitness</li> <li>• Body weight exercises</li> <li>• Boxing</li> <li>• Circuits</li> <li>• Aerobic fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Workbook tasks,</li> <li>• Bones and muscles test</li> </ul>
<b>PHYSICS AND CHEMISTRY</b>	<ul style="list-style-type: none"> <li>• Student choice of topic</li> <li>• Research skills</li> </ul>	<ul style="list-style-type: none"> <li>• Logbook</li> <li>• Practical activities</li> <li>• Worksheets</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 3, 4 & 5	
VC Level	% for Report
9.5+	100
9	90
8.5	80
8	70
7.5	60
7	50
6	40
5	30
4	20
3	10

Year 10 Assessment	
Report 3, 4 & 5	
VC Level	% for Report
10.5+	100
10	90
9.5	80
9	70
8.5	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 assessment from the following tasks:
<b>ENGLISH UNIT 1 &amp; 2</b>	<ul style="list-style-type: none"><li>• Comparative texts study- <i>Montana 1948</i> and <i>Twelve Angry Men</i></li><li>• Unit 2 VCE English coursework</li><li>• Argument and persuasive language analysis</li></ul>	<ul style="list-style-type: none"><li>• Character and theme analysis task</li><li>• Comparative texts SAC</li><li>• Article analysis</li><li>• Class discussion and participation</li></ul>
<b>ENGLISH UNIT 3 &amp; 4</b>	<ul style="list-style-type: none"><li>• Unit 4 VCE English coursework</li><li>• Comparative texts study- <i>The Longest Memory</i> and <i>Black Diggers</i></li><li>• Practice examinations</li><li>• Exam prevision and preparation</li></ul>	<ul style="list-style-type: none"><li>• Class discussion and participation</li><li>• Submission of homework essays and related tasks</li><li>• Personal study</li><li>• Comparative texts SAC</li><li>• Holiday practice examinations</li></ul>

## VCE MATHEMATICS

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Subject		The achievement grade includes assessment from the following tasks:
<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></ul>
<b>FURTHER MATHEMATICS UNIT 3 &amp; 4</b>	<ul style="list-style-type: none"><li>• Matrices</li><li>• Networks</li></ul>	<ul style="list-style-type: none"><li>• Classwork</li><li>• SAC 3: Matrices in the AFLW</li><li>• SAC 4: Come fly With me</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>• Exam revision</li></ul>	<ul style="list-style-type: none"><li>• Practice exams</li><li>• Contribution to class discussions</li><li>• Quizzes and other revision work</li></ul>

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>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>ART UNIT 3 &amp; 4</b>	<ul style="list-style-type: none"> <li>Area of study 1 “Discussing Art”</li> <li>Area of Study 2 “Realisation and resolution”</li> </ul>	<ul style="list-style-type: none"> <li>An appreciation for the validity of art outside of the gallery</li> <li>Practical work that resolves ideas and concepts begun in Unit 3</li> <li>Visual diary</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>MEDIA UNIT 3 &amp; 4</b>	<ul style="list-style-type: none"> <li>Agency and control in media</li> <li>Exam preparation</li> </ul>	<ul style="list-style-type: none"> <li>Media regulation and control</li> <li>Agency and control research and case studies</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>

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>• Australia's health system</li> <li>• Health information, technology and complaints</li> </ul>	<ul style="list-style-type: none"> <li>• Booklet/workbook tasks</li> <li>• Class discussions,</li> <li>• Homework tasks,</li> <li>• Health technology presentation</li> </ul>
<b>HEALTH &amp; HUMAN DEVELOPMENT UNIT 3 &amp; 4</b>	<ul style="list-style-type: none"> <li>• Global health &amp; human development</li> <li>• Sustainable Development goals</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>• Impacts on outdoor environment</li> </ul>	<ul style="list-style-type: none"> <li>• SAC</li> </ul>
<b>PHYSICAL EDUCATION UNIT 1 &amp; 2</b>	<ul style="list-style-type: none"> <li>• Physical activity, sport and society</li> <li>• Components of the social ecological model</li> <li>• Creating and implementing a physical activity plan</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2 AOS 1 SAC</li> <li>• Topic questions, classwork and associated tasks</li> <li>• Use of Edrolo</li> <li>• Practical involvement</li> </ul>
<b>PHYSICAL EDUCATION UNIT 3 &amp; 4</b>	Unit 4 AOS 2 <ul style="list-style-type: none"> <li>• Training methods</li> <li>• Training principles</li> <li>• Chronic adaptations</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4 AOS 2 SAC 2</li> <li>• Topic questions, classwork and associated tasks</li> <li>• Use of Edrolo</li> <li>• Practical involvement</li> </ul>
<b>VET SPORT &amp; RECREATION</b>	<ul style="list-style-type: none"> <li>• Providing a quality service</li> </ul>	<ul style="list-style-type: none"> <li>• Contribution to class discussion</li> <li>• Completing online assessment tasks</li> <li>• Contribution to the social media assignment</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>• Attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• SAC flow chart: La Piere experiment</li> <li>• Learning activities</li> <li>• Use of Edrolo</li> </ul>
<b>PSYCHOLOGY UNIT 3 &amp; 4</b>	<ul style="list-style-type: none"> <li>• Revision of units 3 and 4</li> </ul>	<ul style="list-style-type: none"> <li>• Edrolo</li> <li>• ERA poster SAC</li> <li>• Holiday practice exam</li> <li>• Exam revision and practice exams</li> <li>• Contributions to class discussions</li> </ul>
<b>BIOLOGY UNIT 1 &amp; 2</b>	Genetics	<ul style="list-style-type: none"> <li>• Bookwork and test</li> </ul>
<b>BIOLOGY UNIT 3 &amp; 4</b>	<ul style="list-style-type: none"> <li>• Human evolution</li> </ul>	<ul style="list-style-type: none"> <li>• Classwork and SAC</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.