



Engage Inspire Enjoy



Assessment 3

Years 9-12

Weeks 14-20

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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
AC NEWS & GENUINE JOURNALISM	<ul style="list-style-type: none"> • Photojournalism • Investigative Journalism • Editing 	<ul style="list-style-type: none"> • Photojournalism presentation • Investigative Journalism assignment • Editing class work • Free-choice journalism projects
Art 1	<ul style="list-style-type: none"> • Tattoo Study • Ceramic Viking • Name study • Personal Choice • Visual Diary 	<ul style="list-style-type: none"> • Fine –liner drawing • Hand built pinch pot, character • Graffiti style writing/decoration • Individual, student driven artwork • Developmental work for each topic with annotation of processes and techniques
YEAR 9 ENGLISH	<ul style="list-style-type: none"> • Argument and Persuasive Language Analysis writing • Comparative text study, <i>Bully for Them</i>. • POV Oral Presentations (persuasive speech) • Weekly writing folio • Weekly writing homework 	<ul style="list-style-type: none"> • Persuasive essay • Comparative analysis tasks, demonstrating use of comparative language • Class discussion and classwork • Completion of homework tasks • Oral Presentation- speech to persuade an audience • Weekly writing. 10 minutes at the beginning of every lesson.
YEAR 10 ENGLISH	<ul style="list-style-type: none"> • Text study (<i>Macbeth</i>) • Weekly Grammar and Comprehension homework • Argument and Persuasive Language Analysis • Writing folio 	<ul style="list-style-type: none"> • Weekly text response questions • Class discussion and classwork • Argument and persuasive Language Analysis SAC • Short persuasive writing activities during weekly writing time • Weekly in class writing folio. 10 minutes at the beginning of lessons
BALL SPORTS & ACTIVE LIFESTYLES	<ul style="list-style-type: none"> • Volleyball • Minor Games • Student Led Activities 	<ul style="list-style-type: none"> • Observation and demonstration of inclusion, collaboration and energetic participation
BRIEF HISTORY OF EVERYTHING	<ul style="list-style-type: none"> • WW1 • WW2 • The Cold War 	<ul style="list-style-type: none"> • Research task • Webquest • Class tasks and participation • Bookwork

Subject	Topics covered	The achievement grade includes
CAFÉ AND PRODUCTION	<ul style="list-style-type: none"> • Develop an understanding of running a café, and create a business plan for a group café, including marketing, presentation, target consumers • Practical Cooking Skills (time management, presentation, safety) • Cooking methods • Evaluation Skills • Presentation of a dish 	<ul style="list-style-type: none"> • Observations from cooking (time management, quality of dish, presentation, cooking skills, working in teams, kitchen and food safety) • Café Business Plan • Evaluations
FORENSIC SCIENCE	<ul style="list-style-type: none"> • Cases Studies • Counterfeits and Handwriting 	<ul style="list-style-type: none"> • Crime Scene Analysis Report • Lab reports • Test
GLOBAL FOOD	<ul style="list-style-type: none"> • Thailand culture through food • Greek culture through food • Vietnamese culture through food 	<ul style="list-style-type: none"> • Practical outcomes • Ability to follow a recipe and time management in the kitchen • Textbook tasks
HEALTHY ADVANTAGE	<ul style="list-style-type: none"> • Sexual Education 	<ul style="list-style-type: none"> • Class discussions • Bookwork
LEARN TO COOK FOR LIFE	<ul style="list-style-type: none"> • Students are developing an understanding of food sustainability. • Further developing their understanding of completing design briefs and sensory analysis 	<ul style="list-style-type: none"> • Observations from cooking (time management, quality of dish, presentation, cooking skills, working in teams, kitchen and food safety) • Design Brief on seasonal fruit, vegetables and herbs. • Evaluations
MARINE BIOLOGY	<ul style="list-style-type: none"> • Earth Cycles 	<ul style="list-style-type: none"> • Poster and Class work

Subject	Topics covered	The achievement grade includes
MECHANICS, MECHANISMS & MACHINERY	<ul style="list-style-type: none"> • Design process • Research • Production • Evaluation • Safety • OnGuard Training 	<ul style="list-style-type: none"> • Plumb Bob • Drill Gauge • Machinery use
MEDIA PRODUCTION	<ul style="list-style-type: none"> • Film making codes and conventions • Media Production 	<ul style="list-style-type: none"> • Planning & Producing a short 1 minute film • Conventions of Romantic Comedies.
MUSIC	<p>Performance</p> <ul style="list-style-type: none"> • Perform Solo or group • Stagecraft • Rehearsing effectively <p>Composition</p> <ul style="list-style-type: none"> • Blues lyrics • Simple Blues improvisation (Pentatonic and Blues Scales) • Rock /Pop Lyrics • Basic musical notation • Music influences 	<ul style="list-style-type: none"> • All Practical Assessments
OUTDOOR RECREATION & SKILLS	<ul style="list-style-type: none"> • Bush survival and Leadership • Rock Climbing 	<ul style="list-style-type: none"> • Initiative Games task • Procedural Writing (Belay technique)
PERSONAL FITNESS	<ul style="list-style-type: none"> • Fitness Components • Joints • Planes of Movement • Muscles and bones 	<ul style="list-style-type: none"> • Creating a fitness program • Successful completion of Individual Fitness Program • Written report analysing fitness program • Participation in Practical sessions
RACQUET SPORTS & ACTIVE LIFESTYLES	<ul style="list-style-type: none"> • Table Tennis • Student led activities 	<ul style="list-style-type: none"> • Observation and demonstration of inclusion, collaboration and energetic participation

Subject	Topics covered	The achievement grade includes
WORKING WITH WOOD	<ul style="list-style-type: none"> • Design process • Research • Production • Evaluation • Safety • OnGuard Training 	<ul style="list-style-type: none"> • Breadbox / Bowl / Personal Item
YEAR 10 CAREERS & COMMUNITY SERVICE	<ul style="list-style-type: none"> • Employment Pathways Cert I: • OHS in Workplace • Organisation for Work 	<ul style="list-style-type: none"> • Preparation for Employment • Workplace expectations • Industry Research • Investigating Workplaces • Workplace Hierarchy
YEAR 9/10 MATHEMATICS	<ul style="list-style-type: none"> • Maths Pathway modules selected by students. 	<ul style="list-style-type: none"> • 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.

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

Subject	Topics and/or concepts	The achievement grade includes
ENGLISH UNIT 1 & 2	<ul style="list-style-type: none">Analytical text response (Unit 1 VCE English)Film text study (Unit 1 VCE English) <i>Cabaret</i>	<ul style="list-style-type: none">Text response essay (<i>Cabaret</i>) OutcomeExaminationClass discussionHomework submission
ENGLISH UNIT 3 & 4	<ul style="list-style-type: none">Argument and Persuasive Language Analysis (Unit 3 VCE English)<i>Rear Window</i> Text Response Unit (Unit 3 English)Weekly homework essays	<ul style="list-style-type: none">Weekly homework essays and rate of submission<i>Rear Window</i> text response VCE outcomeClass discussionPractice examination

VCE MATHEMATICS

Subject	Topics covered	The achievement grade includes
GENERAL MATHEMATICS UNIT 1 & 2	<ul style="list-style-type: none">Linear Graphs and ModelsFinancial ArithmeticNumber Patterns and RecursionGraphs and Networks	<ul style="list-style-type: none">Topic Tests and AssignmentsSemester Exam
FURTHER MATHEMATICS UNIT 3 & 4	<ul style="list-style-type: none">Data Analysis/StatisticsRecursion and Financial Maths	<ul style="list-style-type: none">ClassworkSAC 1 - Data AnalysisSAC 2 – Home Loans and Superannuation

VCE HUMANITIES

Subject	Topics covered	The achievement grade includes
HISTORY UNIT 1 & 2	<ul style="list-style-type: none">The Consequences of the American Revolution	<ul style="list-style-type: none">SAC: EssayExaminationClass tasks
HISTORY UNIT 3 & 4	<ul style="list-style-type: none">Consequences of the American Revolution	<ul style="list-style-type: none">SAC: EssayClass tasks

Subject	Topics covered	The achievement grade includes assessment from the following tasks:
ART UNIT 1 & 2	<ul style="list-style-type: none"> • ‘Dream and Nightmares’ • Thematic study and investigation into artists 	<ul style="list-style-type: none"> • Series of response to theme • Comparative research task • Documentation in Visual Diary
ART UNIT 3 & 4	<ul style="list-style-type: none"> • Folio development • Growth of research work on Roberts/Gough 	<ul style="list-style-type: none"> • Weekly exam techniques • Research Tasks • Documentation in Visual Diary
MEDIA UNIT 1 & 2	<ul style="list-style-type: none"> • Australian Stories • Media Production Design 	<ul style="list-style-type: none"> • The Ned Kelly Story – Fact Versus Fiction • Unit 1 Theory Exam
MEDIA UNIT 3 & 4	<ul style="list-style-type: none"> • Media production design plan • Production Exercises • Location and setting research 	<ul style="list-style-type: none"> • Plan and document a production design. • Experiment with equipment and techniques.
VET MUSIC PERFORMANCE	<p>First year</p> <ul style="list-style-type: none"> • Contribute to health and safety of self and others • Implementing copyright arrangements • Work effectively in the music industry • Incorporate technology into musical pieces • Apply knowledge of style and genre to music industry practice <p>Second year</p> <ul style="list-style-type: none"> • Develop technical skills in performance • Prepare for performances • Develop and maintain stagecraft skills • Perform music as a soloist 	<ul style="list-style-type: none"> • Completion of work booklets, class discussion and participation • Creation of electronic music using standard techniques • Performing in multiple musical styles <ul style="list-style-type: none"> • Developing skills through music tuition and feedback • Performing multiple musical pieces including by memory • Demonstrating rehearsal techniques and preparation for performances

Subject	Topics covered	The achievement grade includes assessment from the following areas:
HEALTH & HUMAN DEVELOPMENT UNIT 1 & 2	<ul style="list-style-type: none"> • Health and Nutrition, • Youth Health Issues 	<ul style="list-style-type: none"> • Classwork, • Class Discussions, • Health and Nutrition SAC, • Youth Health Issues SAC
HEALTH & HUMAN DEVELOPMENT UNIT 3 & 4	<ul style="list-style-type: none"> • Promoting Health and Wellbeing • Health and Wellbeing in a Global context 	<ul style="list-style-type: none"> • SAC • Classwork
OUTDOOR & ENVIRONMENTAL STUDIES UNIT 1 & 2	<ul style="list-style-type: none"> • Factors influencing access 	<ul style="list-style-type: none"> • SAC 3—Mid year exam
PHYSICAL EDUCATION UNIT 1 & 2	<ul style="list-style-type: none"> • The structure and function of the cardiorespiratory system • Illegal and legal methods and substances to enhance the cardiorespiratory system. • Structure and function of the musculoskeletal system. 	<ul style="list-style-type: none"> • SACS • Topic questions, classwork and associated tasks • Use of Edrolo • Practical work • Mid year Exam
PHYSICAL EDUCATION UNIT 3 & 4	Unit 3 AOS 2: <ul style="list-style-type: none"> • Energy Systems • Oxygen Uptake • Acute Physiological responses Unit 4 AOS 1: <ul style="list-style-type: none"> • Fitness Components • Fitness Tests 	U3 AOS2 SAC 2B <ul style="list-style-type: none"> • Class Discussion • Practical Participation • Class work and homework
VET SPORT & RECREATION	<ul style="list-style-type: none"> • Conduct non-instructional sport or recreation sessions 	<ul style="list-style-type: none"> • Ability to plan and conduct a non instructional sport or recreation session • Completion of relevant course work

Subject	Topics covered	The achievement grade includes assessment from the following tasks:
PSYCHOLOGY UNIT 1 & 2	<ul style="list-style-type: none"> • Brain Structure • Brain Plasticity and Brain Damage 	<ul style="list-style-type: none"> • SAC Brain structure /Nervous system • Learning Activities • Use of Edrolo • Various Classwork Tasks
PSYCHOLOGY UNIT 3 & 4	<ul style="list-style-type: none"> • Models of Learning & Memory • Neural Basis of Learning & Memory 	<ul style="list-style-type: none"> • Complete annotated folio of tasks and activities • Consistently keep up to date with Edrolo • Complete Learning and Memory demonstrating a clear understanding of concepts taught.
BIOLOGY UNIT 1 & 2	<ul style="list-style-type: none"> • Organising Biodiversity and Relationships between Organisms in the Environment 	<ul style="list-style-type: none"> • School Assessed Coursework
BIOLOGY UNIT 3 & 4	<ul style="list-style-type: none"> • The immune System 	<ul style="list-style-type: none"> • School Assessed Coursework

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 2nd year in the program.

VCAL	OUTCOMES
LITERACY READING & WRITING	
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
LITERACY ORACY	
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
NUMERACY SKILLS FOUNDATION	
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
INTERMEDIATE UNIT 1	
LEARNING OUTCOME 1	Numerical skills
LEARNING OUTCOME 2	Financial literacy workplace
LEARNING OUTCOME 3	Plan and organise
LEARNING OUTCOME 4	Measure represent and design
INTERMEDIATE UNIT 2	
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

VCAL	OUTCOMES
WORK RELATED SKILLS UNIT 1	
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
WORK RELATED SKILLS UNIT 2	
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
PERSONAL DEVELOPMENT SKILLS UNIT 1	
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
PERSONAL DEVELOPMENT SKILLS UNIT 2	
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"> • Requests teacher feedback and incorporates it into their work • Actively seeks enrichment or extension • Actively promotes inclusion and tolerance in class • Demonstrates active interest in content through curiosity or questioning • Initiates discussion in class • Completes class and home work efficiently
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"> • Incorporates teacher feedback into their work • Joins in class discussions/activities without being prompted • Responds respectfully to points of disagreement • Always brings necessary materials • Always on time to class • Completes class and home work efficiently
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"> • Completes class and home work efficiently • Participates in class discussions/activities when prompted by teacher • Responds respectfully to other students • Usually brings necessary materials • Usually on time to class
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"> • Late on numerous occasions • Distracts other students from their work • Distracted when completing class work • No sign that feedback is incorporated into their work • Reluctant to participate in class discussion/activities
30%	Has not yet reached the level above
20%	<p>A student at this level:</p> <ul style="list-style-type: none"> • Chronically late without explanation • Persistently avoids participation in class, or engagement with course content, even when directed • Shows disregard for teacher feedback • Has displayed aggressive or intimidating behaviour towards other students or teachers

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.