School Based Assessment (SAC) Tasks in Unit 4 VCE HHD

Chris Clark
Curriculum Manager

Chrissy Collins
Thornbury High School

Acknowledgment of Country

I would like to acknowledge the traditional custodians of the many lands across Victoria on which each of you are living, learning and working from today.

When acknowledging country, we recognise Aboriginal and Torres Strait Islander peoples' spiritual and cultural connection to country and acknowledge their continued care of the lands and waterways over generations, while celebrating the continuation of a living culture that has a unique role in this region.

I would like to pay my respects to Elders past, present and emerging, for they hold the memories, traditions, culture and hopes of all Aboriginal and Torres Strait Islander peoples across the nation, and hope they will walk with us on our journey.
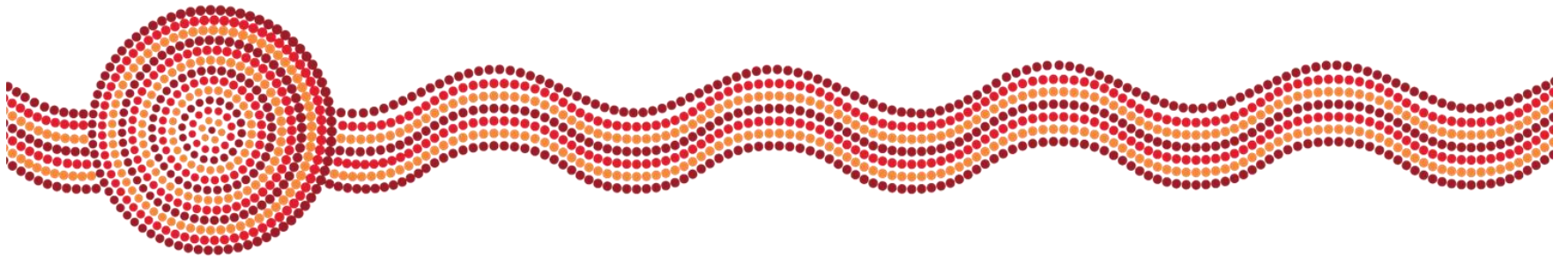
Purpose of the session

To provide practical examples of Unit 4 school-based assessment items that are underpinned by the VCE assessment principles.

Session outline

- Assessment – Recap

- Unit 4 school-based assessment task type examples.

- Questions

VCE assessment presentation

- See Unit 3 presentation (Slides)

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/health-human-development/Pages/Index.aspx

VCE assessment

Assessment at the senior secondary level:

- <u>describes student achievement</u>
- identifies opportunities for further learning
- articulates and maintains standards
- provides the basis for the award of a certificate.

VCE assessment principles

VCE assessment should be

- valid and reasonable

- equitable

- balanced

- efficient.

https://www.vcaa.vic.edu.au/assessment/vce-assessment/School-basedAssessment/Pages/School-based-Assessment-Teacher-videos.aspx

VCE Assessment principles

Valid

- fair and reasonable
- designated task type
- conducted under fair conditions for all students
- clear instructions included

Equitable

- accessible to all students
- doesn't privilege or disadvantage certain groups of students
- tasks are comparable in scope and demand

VCE Assessment principles

Balanced

- variety of task types used
- variety of conditions used
- allow students to demonstrate different levels of achievement
- suitable criteria, descriptors, rubrics or marking schemes used
- outcomes, key knowledge and key skills are assessed

Efficient

- minimum number of assessments set
- precision vs efficiency
- Minimise undue workload/stress on students
- part of the regular teaching and learning program
- avoid under or over assessment of the outcome
- completed mainly in class and within a limited timeframe

School-based Assessment Audit process

School-based Assessment Audit

Information and advice for schools

School-based Assessment Audit: Information and Advice for Schools[1] contains advice on the process and requirements of the School-based Assessment Audit. This advice can be used by teachers of VCE studies selected for audit to navigate the audit process on behalf of the school. It can also be used by schools to create and refine internal processes for managing the School-based Assessment Audit.

Administration

Who is selected for audit and why?

The audit is a necessary component of the VCAA's management of quality; its purpose is not punitive or personal.

All schools delivering the VCE are audited for at least one VCE study each year (with the exception of single study providers, who are audited once during the VCE study accreditation period). Schools will not be audited for more than four studies over the course of one academic year, other than in exceptional circumstances. The VCAA does not have access to teacher information. The selection of studies for audit is random, except in instances where:

- a school did not meet requirements in the previous audit cycle and is therefore required to undergo audit again
- a school is offering a study either for the first time or there has been a gap of three or more years since the study was last offered.

The audit process supports schools to identify instances for improvement and provides a basis for professional conversations about teaching and learning. Feedback from the audit can inform teachers about how they implement assessment, and in many cases, the feedback provided by the Audit Panel can confirm the understanding already held by teachers. Many teachers find the opportunity to gain external feedback and talk with the VCAA Curriculum Manager about specific concerns useful and empowering. Feedback can stimulate discussions about what is the most effective way to deliver authentication and assessment – particularly in large schools.

- …supports schools
- …basis for professional conversations
- …feedback can confirm understanding
- …find opportunity to gain external feedback useful & empowering
- …stimulate discussions on most effective way to deliver authentication & assessment

Commercial tasks

- **Can they be used?**

- **How can they most effectively be used?**

- **How to ensure that compliance with VCAA Assessment Principles is maintained?**

School-based Assessment

- **In Units 3 and 4, specified tasks and task types are set out in the study design**

- **Teachers and schools are encouraged to develop their own assessment tasks based on the VCE assessment principles**

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.	50	The student's performance on each outcome is assessed using one or more of the following: • a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis • an oral presentation, such as a debate or a podcast • a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation • structured questions, including data analysis.
Outcome 2 Analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.	50	
Total marks	100	

Assessment Task types – VCE HHD unit 4

Task types

- Short written report (inc. media analysis, research inquiry, a blog or a case study analysis)

- Structured questions (inc. data analysis)

- Visual presentation (concept/mind map, digital presentation, an annotated poster, a graphic organiser)

- Oral presentation such as a debate or a podcast

Task types – in summary

- **Written reports** generally have a prompt (or a few prompts), an inquiry question, or a broad statement for students to respond to.
  - Aspects to consider when developing this task type:
    - Time allowance 2 lessons for research, 1 lesson for the report
    - Structure (sub headings to scaffold or one key statement)
    - Authentication

Example: Written report (O1)

Planning document

High-, middle-, low- income countries chosen (characteristics, including HDI reference):

Data to show similarities and differences in. health status & burden of disease selected:

Evaluating contributing factors and discussing impacts on health and wellbeing:

Identifying relevant global trend:

Analysing implications of global trend for health and wellbeing:

Students are to develop a <u>written report</u> which refers to the provided research and data to discuss:

- *Characteristics of high-, middle- and low-income countries*
- *Similarities and differences in health status and burden of disease in low-, middle- and high-income countries, including Australia*
- *Factors that contribute to similarities and differences in health status and burden of disease …*
- *The concept of human development …*
- *Implications for health and wellbeing of global trends including: …*

The written report needs to include:

Introduction
Identifying high-, middle- and low-income country. Describing their characteristics and stating their HDI.
Data to show similarities and differences in health status and/or burden of disease.

Body
Two examples of factors contributing to data presented, similarities and differences between selected countries.
Evaluate how the selected factors to health status and burden of disease impacts countries (referring to data)
Determine a global trend relevant to all countries (data).

Conclusion
Analyse trend implications for health and wellbeing of selected countries.

Task types – in summary

- Media analysis – all responses must relate to the media stimulus presented.

    - Aspects to consider when developing this task type:
        - Is the stimulus provided prior to the writing time for students to annotate, i.e. the lesson before or part of reading time
        - Does the media stimulus allow for enough depth and breadth of the outcome to be assessed?

Example: Media analysis

ACHPER 2021

Example – visual presentation

- Graphic organiser
- Annotated poster
- Concept mind map

Cervical screening and treatment training participants
Source: DFAT. Credit: Family Planning NSW

Eliminating cervical cancer in Tuvalu

Like many Pacific nations, Tuvalu does not have an established cervical screening and treatment program. Due to this lack of health infrastructure, it is estimated that Pacific women can die from the disease at up to 13 times the rate of women in Australia.

Australian NGO Cooperation Program (ANCP) NGO Family Planning NSW is supporting Tuvalu to eliminate cervical cancer. In partnership with the Tuvalu Family Health Association (TuFHA) and Tuvalu's Ministry of Health (MOH), they are working to establish a cervical screening and treatment program.

In late 2021, Family Planning NSW trained six Tuvaluan nurses and doctors on how to use the Cepheid HPV Gene Xpert® Machine to test for cancerous strains of HPV, and how to use thermal ablation to treat pre-cancerous lesions on the cervix. Cepheid and the World Health Organisation provided the technical support, to ensure local nurses and doctors have access to the latest technology and clinical methods for cervical screening and treatment.

Taotao Homasi works in the TuFHA Office and attended the training.

"I have learnt new things and I'm glad to be in the team to help young women and make Tuvalu the first pacific island to stay happy and free from getting cancer of the Cervix," says Taotao.

Thanks to this training, it is expected that over the next three years, Tuvalu's entire eligible population of around 3,000 women will be screened for cervical cancer.

There is a great need for this project in Tuvalu, which aims for Tuvalu to be among the first countries in the Pacific to eradicate cervical cancer.

Source:
ttps://www.dfat.gov.au/development/who-we-work-with/ngos/ancp/news/eliminating-cervical-cancer-tuvalu

Task types – in summary

- Debate–

   Aspects to consider when developing this task type:

    – Time allowance 2 lessons for research/ preparation, 1 lesson for the debate

    – Consider debate format (could be oral persuasive presentation, debating a topic individually).

    – Authentication

Example- Debate

The only implications of world trade and tourism for health and wellbeing are positive

Research Record	
Name and describe characteristics of low-, middle and high-income countries	
Research health data and information to analyse reasons for health inequalities within and between countries	
Analyse how world trade and tourism can impact on the dimensions of health and wellbeing in the position being taken	

Podcast

- SDGs
- Aid promoting health and wellbeing and human development globally

Advice for Teachers Task O2

- Sustainable Development Goals task
- https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/health-human-development/advice-for-teachers/Pages/Unit4SampleApproach.aspx

The assessment tool – How will assessment occur?

- Marking guides
- Criteria sheet
- Performance descriptors/Rubrics

The assessment tool – How will assessment occur?

- Ask yourself:
  - What skills/knowledge do you want students to demonstrate?
  - What evidence do you need?
  - How will you allocate marks?

Assessment tool example – performance descriptors

VCE Health and Human Development: Performance Descriptors

VCE HEALTH AND HUMAN DEVELOPMENT SCHOOL-ASSESSED COURSEWORK					
Performance Descriptors					
	DESCRIPTOR: typical performance in each range				
	Very low	**Low**	**Medium**	**High**	**Very high**
Unit 4 **Outcome 2** **Analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.**	Very limited description of the rationale and objectives of the SDGs.	Some justification of the rationale and objectives of the SDGs.	Clear justification of the rationale and objectives of the SDGs.	Detailed justification of the rationale and objectives of the SDGs.	Comprehensive justification of the rationale and objectives of the SDGs.
	Limited description of the relationships between the SDGs.	Some analysis of the relationships between the SDGs.	Satisfactory analysis of the relationships between the SDGs.	Well-considered analysis of the relationships between the SDGs.	Sophisticated analysis of the relationships between the SDGs.
	Limited explanation of the role of the SDGs in the promotion of health and human development.	Some evaluation of the role of the SDGs in the promotion of health and human development.	Satisfactory evaluation of the role of the SDGs in the promotion of health and human development.	Well-considered evaluation of the role of the SDGs in the promotion of health and human development.	Sophisticated evaluation of the role of the SDGs in the promotion of health and human development.
	Very limited use of examples to describe a global aid program.	Use of examples to give some explanation of the role of a global aid program.	Examples used to draw some conclusions about the effectiveness of a global aid program..	Effective and appropriate use of examples with detailed evaluation of the effectiveness of a global aid program.	Integrated and insightful use of examples with critical evaluation of the effectiveness of a global aid program.

KEY to marking scale based on the Outcome contributing 50 marks

Very low 0–10	Low 11–20	Medium 21–30	High 31–40	Very high 41–50

Assessment tool example – marking guide

- Skills/knowledge (Command term)

- Evidence

- Mark allocation

Remember:
- The command terms from the Outcome statement (and key skills) should form the basis of your assessment task.
- Students are expected to be able to show <u>cognitive processing up to and including the term used</u> in the Outcome and key skill.

Q13d 2021

What are two features that would make an aid program implemented in low-income or middle-income countries effective? Explain your response. 4 marks

- Students expected to state / identify /name (what).

- Students expected to explain the feature (how)

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Assessment tool example - Criteria

Quality criteria	Insufficient evidence (0)	Low (1-2)	Medium (3-4)	High (5-6)
Use of data/examples	Does not use any data/examples	Outline key features of the data	Describes the data and uses it to discuss two or more…..	Analyse data and uses it to discuss two or more…..
Application of key knowledge	Does not identify any relevant knowledge	Lists….	Outlines the interrelationship which exists between the dimensions of health…	Outlines the interrelationship which exists between the dimensions of health…
Use of HHD language				Technical HHD language was used correctly, clear and accurate statements that are presented…..

Assessment tool example – performance descriptors/rubrics

A rubric describes the increasing sophistication of what a student can do, say, make or write.

- Sophistication relates to how well something is done, not how often an action is done correctly.
- Each subsequent cell describes a better way to perform the action, or a higher level of quality.
- Taxonomies like Blooms or SOLO are helpful for writing quality criteria.

Outcome statement	Analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.				
Quality criteria →	Insufficient evidence	Low	Medium	High	Very High
Action					
Compare health data…..	Insufficient evidence	Lists specific data	Links specific data to health status and burden of disease	Uses data to support evaluation and analyses of different countries.	
Describe characteristics of high, middle and low income countries	Insufficient evidence	Lists specific characteristics	Outlines…..	Describes……	
Evaluate data for similarities and differences between countries in relation to…. health status and bur	Insufficient evidence	Identifies similarities and differences	Outlines…	Compares and contrasts…	Evaluates…..
Analyse factors that contribute to health status and burden of disease	Insufficient evidence	Identifies factors….	Outlines factors…..	Describes factors….	Analyses factors (linking data)…

Turn your teaching activity into the assessment task

Case study analysis: comparing Australia with other countries

Access 'If it were my home'. Compare Australia to a variety of middle- and low-income countries.

Research case studies and data from sites such as **Viz Hub** (University of Washington Institute for Health Metrics and Evaluation) to compare the burden of disease in low- and middle-income countries compared to Australia and the factors that contribute to variations.

Students create a presentation to demonstrate their research findings.

Use a range of case studies or video clips of developing countries that reflect the influence of access to safe water, sanitation, poverty, inequality and discrimination (race, religion, sex and/or gender identity), and global distribution and marketing of tobacco, alcohol and processed foods for comparisons between Australia and a selected low- and middle-income country. Students use these case studies and video clips to discuss how these factors account for similarities and differences in burden of disease.

Students select one case study and prepare a visual presentation/report, which includes:

- an identification and justification of the income group that the selected countries represent

Where do I get my stimulus from?

Some authentic valid suggestions include:

World Bank – programs

WHO – infographics

UNDP – SDG content

NGOs – so many to choose from

DFAT – Australia's aid examples

Follow on Instagram for great images and links.

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VCE resources

- VCE/VCAL administrative handbooks
- VCE Study Designs
- VCE Support for teachers
- Examination review documents.
- School calendar and assessment policy
- Statistical moderation reports
- School-based assessment audit reports
- Examination reports

Chris Clark

Curriculum Manager, Health & Physical Education

T (03) 9059 5314

M 0499 314 382

E **Christopher.clark2@education.vic.gov.au**