



WORKSHOP MATERIAL

REVISED VCE

TEXTS AND TRADITIONS

CHANGES TO THE REVISED STUDY, 2001

This activity involves reference to

- the study design
- *Assessment Advice* booklet
- *VCE Bulletin*, Supplement 3, No. 150 March 2000: *Changes to revised VCE studies for 2001 implementation* (page 7).

Activity

1. Select a pair of units and compare key knowledge in the revised study 2001 with the relevant Areas of study in the continuing study.
2. Identify curriculum content that has been deleted or revised.
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3. Compare your comments with others in your group.

NOTES:

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4. What key skills are being emphasised in Units 1 – 4?
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 5. What learning activities can be devised to ensure that students develop exegetical skills in Units 1 – 4

ASSESSMENT TASK OPTIONS

There is a range of Assessment Tasks for most outcomes. In Units 1 and 2 there is greater flexibility than in Units 3 and 4. However it would be useful devising assessment tasks for Units 1 and 2 to select some that are similar to those required in Units 3 and 4.

Instructions

- Write the verb from the outcome statement in Column 1 below
- Refer to the study design for details of assessment tasks (last page of Unit 1 and last page of Unit 3)
- Select a task for each outcome and enter in Column 2
- Consider factors such as resource availability, student interest/suitability, authentication strategies, appropriateness to program
- Enter allocated marks in Column 3

Unit 1/3

Outcomes	Assessment tasks	Marks
1.		
2.		
3.		

Unit 2/4

Outcomes	Assessment tasks	Marks
1.		
2.		
3.		

PLANNING ASSESSMENT TASKS - UNITS 1 AND 2

Greater assessment flexibility exists in Units 1 and 2 because specific tasks are NOT allocated to each outcome. When planning your Units 1 and 2 program, you need to consider the scope AND dimension of assessment tasks and any specific details that will assist with assessment.

Instructions

- Complete details in the boxes below. It may be necessary to refer to Units 3 and 4 to identify the scope of corresponding tasks. These may be used as models to devise effective assessment tasks for Units 1 and 2.

Outcomes <ul style="list-style-type: none"> • • • 	Assessment tasks <ul style="list-style-type: none"> • • •
Scope: <ul style="list-style-type: none"> • length (words, slides) • time (number of minutes) <ul style="list-style-type: none"> • in-class: • out-of class: • conditions (any rules pertaining to the task, e.g. report computer-generated, types of resources, software functions, etc.) 	Learning activities: (Refer to key knowledge and skills and Advice for Teachers section in the study design. What resources will you and the students use?)
Criteria: (What criteria will be used to give an S/N decision, a graded assessment [if appropriate], and for setting of tests, if selected? What weight will be given each criterion?)	

PLANNING ASSESSMENT TASKS, UNITS 3 AND 4

Refer to study design for details of assessment tasks (last page of Units 3 and 4 in the study design).

Instructions

- Complete details in the boxes below.

Outcomes <ul style="list-style-type: none">•••	Assessment tasks <ul style="list-style-type: none">•••
Scope: <ul style="list-style-type: none">• length (words, slides) • time (number of minutes)<ul style="list-style-type: none">• in-class:• out-of class: • conditions (any rules pertaining to the task, e.g. report computer-generated, types of resources, software functions, etc.)	Learning activities: (Refer to key skills and knowledge and Advice for Teachers section in the study design. What resources will you and the students use?)
Criteria: (What criteria will be used to give an S/N decision, a graded assessment [if appropriate], and for setting of tests, if selected? What weight will be given each criterion?)	

ACHIEVING THE OUTCOMES

The following activity provides teachers with an approach to plan a teaching program for students to achieve the outcomes specified in Units 1 – 4. For example:

Unit 3

Outcome 3: *On completion of this unit the student should be able to apply basic exegetical methods to the interpretation of texts within the founding tradition.*

Activity

NOTE the practical suggestions outlined on pages 41, 42 and 44 of the study design.

- Select a passage from your text
- Will the passage provide coverage of the key knowledge (p. 21 of study design)
- Confirm its appropriateness to the development of key exegetical skills
- Devise learning activities to ensure that key exegetical skills are developed (p. 22 of study design)
- Devise learning activities to ensure coverage of the literary context, major ideas and themes and the social and historical dimensions of the text.
- What other primary and secondary source, including commentaries are required?

Assessment

- Refer to the *Assessment Guide* for details
- Confirm the task from page 23 of the study design -
 - *An exegetical exercise*
- Select a passage from your text
- Set exegetical questions
- Confirm congruence with criteria
- Devise marking scheme
- How does the task prepare students for the examination?
- What would be the advantage of dividing the task into two parts as described in the *Assessment Guide*?
- Do you want students to have access to other materials during this assessment task? If you do what other material will you allow them to bring into the classroom during the assessment task?

Unit 3, Outcomes 1 and 2

REPEAT THE STEPS ABOVE.

Unit 4

Outcome 2: On completion of this unit the student should be able to discuss a significant religious idea, belief or social theme in the foundational texts of a tradition, and describe how this belief or theme has been interpreted within the tradition at a later stage.

Workshop Activity

NOTE the practical suggestions outlined on pages 43 and 44 of the study design.

- Choose an idea or a theme from the foundational text which has been reinterpreted in a later period
- Select appropriate content from area of study 2 in Unit 4
- Confirm that key knowledge is addressed
- Devise learning activities to ensure that key skills are developed (see page 26 of study design)
- Where would students go to find out how relevant a foundational belief of a tradition is in the contemporary world?
- Which other resources are suitable, including websites?

Assessment

- Refer to the *Assessment Guide* for details
- Confirm the task from page 27 of the study design -
 - *A short report*
- Choose an idea or theme which has been reinterpreted in the later tradition in a modern film or in art
- Devise a question for students to report on the way in which a modern film or piece of art reinterprets an idea or theme of a foundational text
- Confirm congruence with criteria
- Devise marking scheme
- How does the task prepare students for the examination?

Unit 4, Outcome 1

REPEAT THE STEPS ABOVE.

PROGRAMS – SCHEDULING

This activity has two components.

Section A

- presented are some questions/queries that need to be considered prior to making scheduling decisions
- document your responses to the queries

Query	Decision
<ul style="list-style-type: none"> • when will each task be given to students? • when will each task finish? • what provision will be made for absentees? • will tasks be given at the same time for multiple classes? • how much time for each task will be allocated to out-of-school time? • what school commitments influence the timing of assessment tasks? 	

Section B

- select two units of study
- shade in time planned for teaching each Outcome
- insert 'X' for timing of assessment tasks (O1, O2, O3)
- annotate appropriate or significant activities(fieldwork, site visit, role-play, etc.)

SEMESTER 1, Unit 1 2 3 4 (circle one)

Week

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
O1																	
O2																	
O3																	

SEMESTER 2, Unit 1 2 3 4

Week

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
O1																	
O2																	
O3																	

PROGRAMS – MULTIPLE CLASSES

Units 1 and 2

Units 3 and 4

If multiple classes of a subject are offered at your school you need to make decisions regarding the teaching and assessment programs. Enter your responses in the appropriate location.

Teaching program – is each class going to follow the same sequence of topics and allocate the same time to each outcome?

Assessment scheduling – is each class going to undertake their assessment program at the same time?

Assessment tasks options – are all students within each class going to do the same assessment task options or can the classes do different options?

Authentication – what strategies will be used to increase the authentication of students' work within and between classes?

Marking – what strategies will be put in place to increase the reliability of marking between classes?

