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

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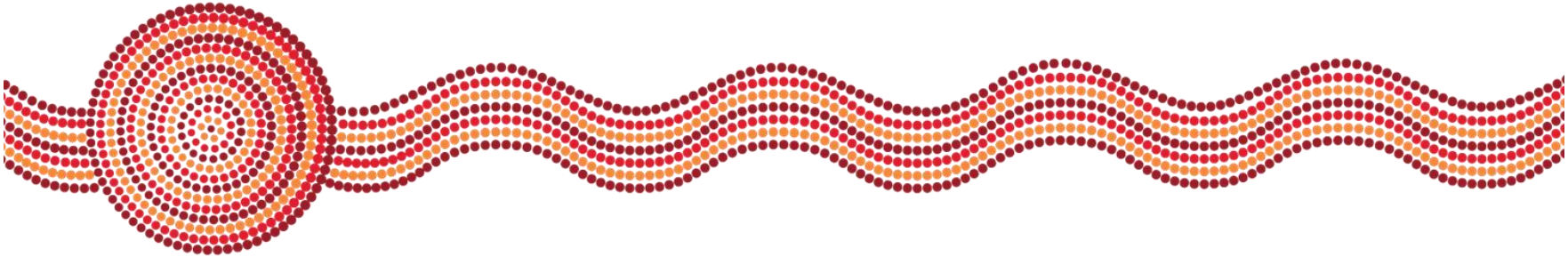
Acknowledgment of Country

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.

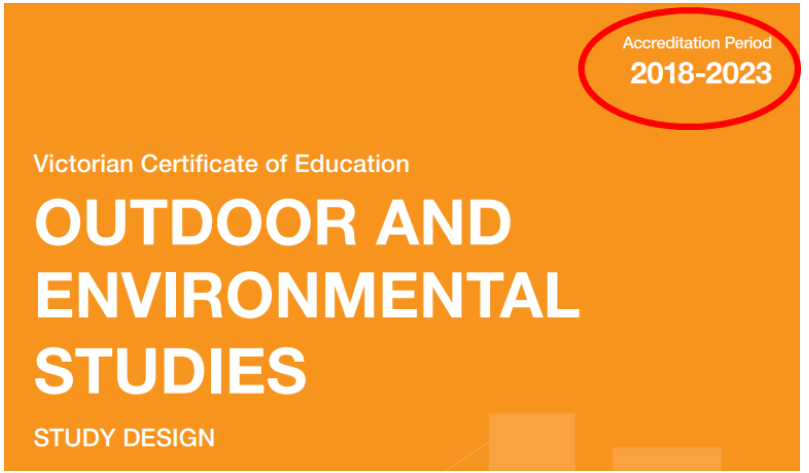
When acknowledging country, we recognise Aboriginal and Torres Strait Islander peoples' spiritual and cultural connection to country and acknowledge their continued care of the lands and waterways over generations, while celebrating the continuation of a living culture that has a unique role in this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

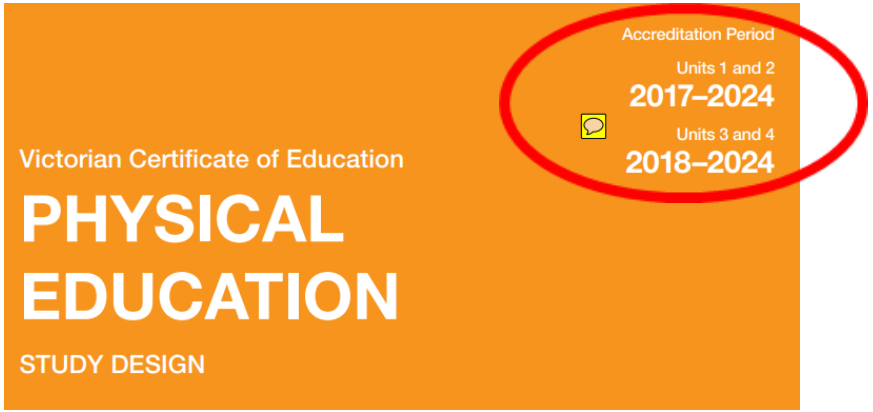
I would like to pay my respects to Elders past, present and emerging, for they hold the memories, traditions, culture and hopes of all Aboriginal and Torres Strait Islander peoples across the nation, and hope they will walk with us on our journey.



Reminder

Accreditation Period
2018–2024
Victorian Certificate of Education
HEALTH AND HUMAN DEVELOPMENT
STUDY DESIGN


Accreditation Period
2018-2023
Victorian Certificate of Education
OUTDOOR AND ENVIRONMENTAL STUDIES
STUDY DESIGN


Accreditation Period
Units 1 and 2
2017–2024
Units 3 and 4
2018–2024
Victorian Certificate of Education
PHYSICAL EDUCATION
STUDY DESIGN

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

VCE assessment

Assessment at the senior secondary level:

- describes student achievement
- 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

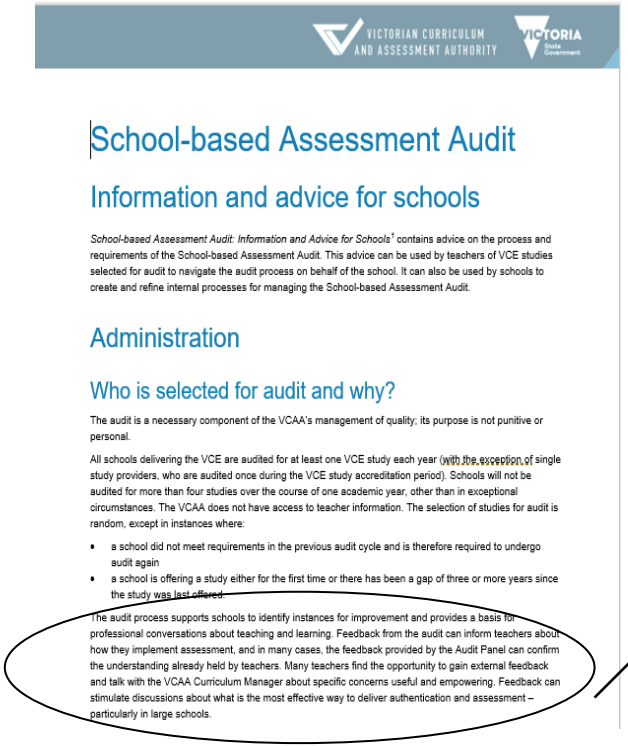
Balanced

- 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



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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 Evaluate the contemporary state of Australian outdoor environments and analyse the importance of healthy outdoor environments and sustainability for individuals and society, with reference to specific outdoor experiences.	10 40	A journal or report demonstrating links between theoretical content studied and practical experiences undertaken AND at least one task from the following: • data analysis • structured questions • a written report.
Outcome 2 Analyse conflicts over the use of outdoor environments, and evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.	10 40	A journal or report demonstrating links between theoretical content studied and practical experiences undertaken AND at least one task from the following: • a case study • structured questions.
Total marks	100	

Assessment Task types – VCE OES Unit 4

Task types

O1 Task 1: **Journal or report**; Practical based experience

O1 Task 2: Data analysis, structured questions or written report; Evaluate state of contemporary Aus. environments.

O2 Task 1: **Journal or report**; Practical based experience

O2 Task 2: Case Study or structured questions; Analyse conflicts and analyse practices for sustainability.

Example: Journal or report

- When?

- Sustainable house– Earth Shack. Journal SAC

- Alternative – School based.

Key knowledge

- understandings and critiques of sustainability and sustainable development

Key skills

- plan for and reflect upon a range of practical sustainable outdoor experiences and analyse relevant information collected during these experiences
- analyse definitions of sustainability and the concept of sustainable development

Journal Task

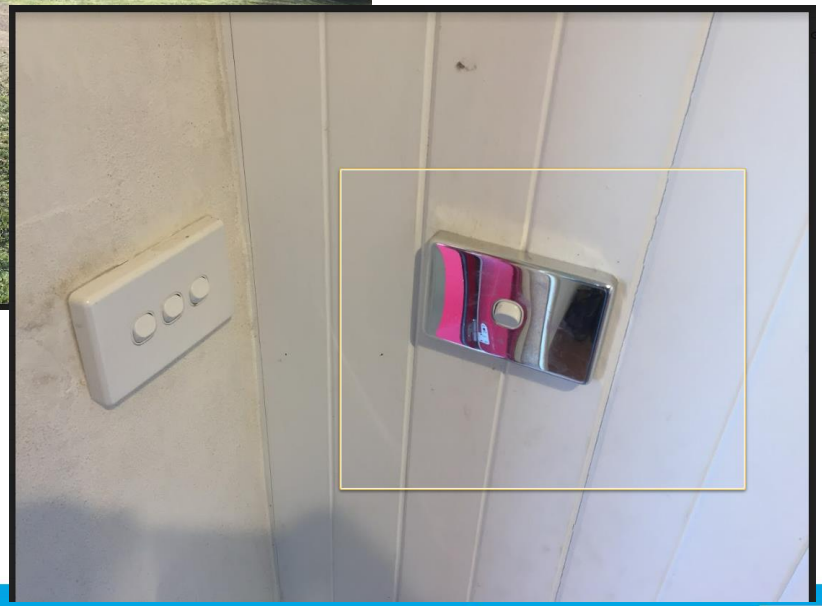
- Preparation - theoretical content on this key knowledge point – definitions and critiques generally

http://www.earthshack.com.au/

Video examples on file

- Earth Shack - 3-hour lecture with Kim the owner

- Landcare management program: Student participation in removal of weeds and planting of native trees - links to later in Unit 4



U4 AOS 1 specific examples – Assessment

Earth Shack Journal

- Pre - printed Journal / question type booklet for student completion & submission
- Students to gather their own notes
- 5-minute conversation while participating in revegetation (IPAD/Phone to record & rubric to assess)

Observable Characteristics – Case study Beaconhills College Berwick

	Description of characteristic	Description of four indicators to measure this characteristic	Choose two indicators and asses the school environment	Evaluate the health of Beaconhills environment based on your two indictors. Include; Positive, Negative, Own opinion
Water Quality and Adequacy	- Define - describe how we test it - reasons why it is important	Four indicators and signs of good and bad Turbidity – signs of healthy and unhealthy Flowing Temperature PH Odour	2 related to BHC Turbidity- at BHC we found Flowing, at BHC we found	Positive Negative Overall We conducted a visual examination of the water quality and adequacy for a body of water located on the school campus. We found that .....(negative , no flow, high turbidity, no biodiversity)ect However.....(no distinctive odour, some signs of plant life) Overall our examination found that.....

U4 AOS 1 – Journal task

- **Efficient assessment -** Completing the journal task on the trip

Considerations

- Manage location: pens, paper, wet paper / suitable additional staff member for supervision
- Referencing other areas of the course– take pictures / videos of signs / examples these are invaluable for later classroom-based learning – so you can tie it all in during examination revision

U4 AOS 1 specific examples – Assessment

- Students are not mandated to take any notes whilst on the camp (many do),
- I take still pictures and when back at school students use these images as prompts to respond to a set of questions or even the key knowledge point.
- Still images from each of our trips / day excursions in a google drive folder and students then record their voice or a video of them responding to each image and what links the image has to relationships during that time
- Within each of the journal tasks I always try and add in a few questions / prompts directly relating to the key skill – How have we been sustainable on this trip as a group and or individually ? What could we improve on? What are some public and or private land management strategies we have observed?

Unit 4 AOS 1 Classroom assessment

Choice of assessments - at least one task from the following:

- data analysis
- structured questions
- a written report. (Must equal to 40 marks)

Data Analysis

- Graphs / images / data from trips. Multiple examples of data – prepares student for the examination also
- Reference SOE (graphs within the report) and Observable Characteristics
- Data sources? Climate change / urbanisation data/ Newspaper article are also an excellent source

Example: Data analysis

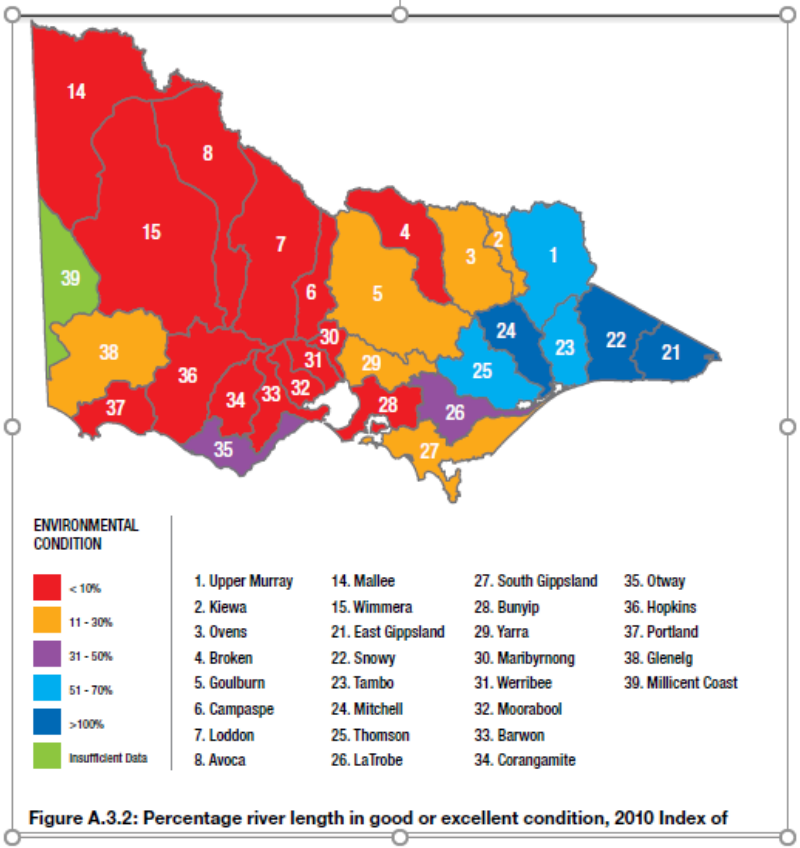


Figure A.3.2: Percentage river length in good or excellent condition, 2010 Index of

How many areas in Victoria currently have 100 % environmental condition?

Where are two of these located?

> It is time to open up the great outdoors – with sensitivity – so more Victorians can enjoy our national parks

> National parks are a tourism drawcard but we need to be careful that we don't kill the goose that lays the golden egg

The quotes above refer to a proposed Hotel being built in a National Park

	Impact on the local people's relationship with the environment	Impact on the environment
Hotel was to be built		

https://www.water.vic.gov.au/__data/assets/pdf_file/0019/52543/VWMS-Summary_FINAL_WEB-ready.pdf

Unit 4 AOS 2 Classroom assessment

Choice of assessments - at least one task from the following:

- a case study
- structured questions

Must equal to 40 marks

Case Study

- Alpine Camp – Grazing in the Alpine National Park
- ‘Extended response’ or larger mark questions within this SAC to prepare students for the examination

U4 AOS 2 specific examples

Journal task

- In the field (Term 3)
- 1 x 5 day Alpine camp and 1 day excursion (Healesville Sanctuary)
- Alpine Camp 1 day downhill Mt Buller 3 days snow camping Mt Stirling (Conflicts / methods/ processes / management strategies)
- Mountain Cattleman's Association to talk
- A big trip to organise and implement (it doesn’t always work out!)

Day excursions works better – Healesville or Cranbourne Botanic Gardens (acts and conventions)

U4 AOS 2 – Case study

1. Healesville Sanctuary – Leadbetter's Possum case study

Key Knowledge

- Management strategies for achieving and maintaining healthy and sustainable outdoor environments that may be adopted by public and private land managers
- Acts or conventions related to the management and sustainability of outdoor environments, including the following:

– *Flora and Fauna Guarantee Amendment Act 2019* (Vic)

U4 AOS 2 – Case study

- Theoretical content on these key knowledge points.
- 60 min session with Healesville Sanctuary Ranger on the conservation efforts of the Leadbetter's Possum
- FFGAA strategies for this species survival
- Public Land Management Strategies
- Toolangi where the possum is under threat from logging –speaker from the Leadbetter possum's knitting nannas' (see their IG)

https://www.zoo.org.au/fighting-extinction/local-threatened-species/leadbeaters-possum-lowland-population/

https://www.zoo.org.au/media/3048/leadbeaters-possum.pdf

U4 AOS 2 specific examples – Assessment

2. Local Park and or Private Land Managements Strategies

Key Knowledge

- management strategies for achieving and maintaining healthy and sustainable outdoor environments that may be adopted by public and private land managers

- Local park - private land and took some videos and still images
- Google drive folder & Google doc gave the students questions to respond to –time saving

Trust for Nature site?

I am still looking! Excellent case studies on YouTube of Trust for Nature examples that could be easily used as a Journal SAC with prompting questions. Check out their IG

https://www.youtube.com/user/TFNVictoria

Welcome to
Cardinia Creek
Parklands
We acknowledge the
Traditional Owners of this land
Parks

BLACKBERRIES
HAVE BEEN
SPRAYED IN
THIS AREA.
14. 01. 2021
PLEASE DO NOT EAT
THE FRUIT.
EMERGENCY
MARKER
Call
000
C C P 1 0 1

The assessment tool – How will assessment occur?

- Marking guides
- Criteria sheet
- Performance descriptors and 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 – 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 cognitive processing up to and including the term used in the Outcome and key skill.

Q8d 2021

- *evaluate processes relating to conflicting interests over the use of outdoor environments*

Describe the process that was used to resolve the selected environmental conflict or that could be used if this environmental conflict has not yet been resolved. 2 marks

- Students expected to identify and describe the process
- Students expected to link to conflict

Assessment tool example - Criteria

Quality criteria	Insufficient evidence (0)	Low (1)	Medium (2)	Medium-High (3)	High (4)
Explain a selected conflict by identifying the opposing groups		Identifies one correct opposing group.	Identifies two correct opposing groups with no/irrelevant/inaccurate explanation **or** Identifies one correct opposing group and an accompanying outline (**a sentence overview)** of the conflict.	Identifies two correct opposing groups with a description **(characteristics)** of the conflict.	Identifies two correct opposing groups with an explanation **(how/what/why)** of the conflict.

Assessment tool example – performance descriptors

OUTDOOR AND ENVIRONMENTAL STUDIES SCHOOL-ASSESSED COURSEWORK					
Performance Descriptors					
	DESCRIPTOR: typical performance in each range				
	Very low	**Low**	**Medium**	**High**	**Very high**
Unit 4 ***Outcome 2*** **Analyse conflicts over the use of outdoor environments, and evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.**	Very limited reflection on a range of practical sustainable outdoor experiences.	Some reflection on information collected during a range of practical sustainable outdoor experiences.	Adequate reflection and some analysis on information collected during a range of practical sustainable outdoor experiences.	Detailed reflection and careful analysis on information collected during a range of practical sustainable outdoor experiences.	Highly developed reflection and insightful analysis on information collected during a range of practical sustainable outdoor experiences.
	Very limited explanation of conflicts over the use of outdoor environments.	Some explanation of conflicts over the use of outdoor environments.	Clear analysis and some evaluation of conflicts over the use of outdoor environments.	Detailed analysis and evaluation of conflicts over the use of outdoor environments.	Reasoned evaluation and comprehensive analysis of conflicts over the use of outdoor environments.
	Limited description of some management strategies, policies, legislation and agreements related to managing and sustaining outdoor environments.	Basic analysis of management strategies, policies, legislation and agreements related to managing and sustaining outdoor environments.	Clear analysis of management strategies and policies and a sound description of specific legislation and agreements related to managing and sustaining outdoor environments.	Careful and accurate analysis of management strategies and policies and an accurate description of specific legislation and agreements related to managing and sustaining outdoor environments.	Critical analysis of management strategies and policies and a comprehensive description of specific legislation and agreements related to managing and sustaining outdoor environments.
	Identification of actions undertaken to sustain healthy outdoor environments.	Some analysis of actions undertaken to sustain healthy outdoor environments.	Satisfactory analysis of specific actions undertaken to sustain healthy outdoor environments.	Detailed analysis of specific actions undertaken to sustain healthy outdoor environments.	Comprehensive analysis of specific actions undertaken to sustain healthy outdoor environments.

KEY to marking scale based on the Outcome contributing 50 marks

Very Low 1–10	Low 11–20	Medium 21–30	High 31–40	Very High 41–50

Assessment tool example – performance descriptors/rubrics

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

- Quality 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	Participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.				
Action	Quality criteria				
	Insufficient evidence	Low	Medium	High	Very High
Reflects on all components of a training session through participation (Warm up, conditioning and cool down)	Insufficient evidence	Participates in all training sessions	Identifies components of a training session through participation.	Reflects on components of a training session to enhance fitness components.	
Explains the importance of maintaining physiological, psychological and sociological records of training	Insufficient evidence	Identifies correct examples of.....	Outlines examples of.....	Explains the importance of.... through participatory examples.	
Analyses training data to make appropriate modifications	Insufficient evidence	Identifies correct examples of training data...	Outlines possible modifications to a training program...	Justifies modifications to the training program through the analysis of data.	
Evaluates training programs using appropriate training principles	Insufficient evidence	Identifies examples of training principles.....	Outlines examples of training principles....	Justifies examples of training principle application to a given program	Evaluates a given training program using appropriate training principles to enhance.....
Designs a six-week training program by applying correct training principles	Insufficient evidence	Identifies appropriate training methods required to improve fitness.	Discusses selection of appropriate training methods for a given case study	Applies training principles to selected training methods for a given case study	Designs a six week training program applying correct training principles
Explain how the cardiovascular, respiratory and muscular systems' chronic adaptations to training lead to improved performance	Insufficient evidence	States chronic adaptations to lead to improved performance	Outlines chronic adaptations.....	Explains chronic adaptations....	

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

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