

FORMATIVE ASSESSMENT PLANNING ACROSS YEAR 11 AND YEAR 12

Stage 6 Assessment – Formative

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Syllabus Links

Various topics across both Year 11 and Year 12 courses

Syllabus Outcomes

Various syllabus outcomes across both Year 11 and Year 12 courses

Relevant concepts

Please see relevant sections of the HSC Syllabus

Rationale

I do not believe that I have to state the importance of formative assessment in Society and Culture and education as a whole. There are numerous opportunities for teachers to use formative assessment for the purposes of building student capacity in the development of knowledge, skills, and understanding of the course. I like to use the beginning of the Year 11 and 12 courses to formalise and focus the class on the tasks that will demonstrate their learning as well as provide opportunities to engage parents/carers with the demands of the course. In my experience so far, I have found that if students can see how each week's class and homework is important to their overall completion of the course (including the PIP), they will start to develop regular habits that help demonstrate achievement of outcomes weekly.

FORMATIVE ASSESSMENT PLANNING ACROSS YEAR 11 AND YEAR 12

Year 11 – Term 1: Social and Cultural World

| Date | Outcomes | Type/Weighting | Description |
|---------|------------|-------------------------|--|
| Week 4 | P1, P4, P6 | Formative | In class, 30-minute multiple-choice test on the Nature of Society and Culture. Students have previously taught the Framework section of the syllabus. The teacher presents class data and data is being used to inform gaps of knowledge/skills that need refining |
| Week 5 | P2 | Formative | Pre-Writing Test. After being taught explicitly about the role of groups in the community with contemporary examples. Students will write 1–2 paragraphs explaining the affect of groups on the individual. Individual feedback provided |
| Week 7 | P8 | Formative. | After conducting Content Analysis in class, students will write 1–2 paragraphs explaining the conclusions they found. Individual and Class feedback provided |
| Week 9 | P3, P10 | School Assessment (30%) | Students will research and present their study of ONE culture group in relation to a quote provided. Students will also reflect on the research process and annotate 3 sources with a scaffold provided |
| Week 10 | P1 | Formative | Students submit their weekly homework of watching Crash Course Sociology videos (linked to the content covered in class) and writing notes |

Year 12 – Term 4

HSC Core: Social and Cultural Continuity and Change

| Date | Outcomes | Type/Weighting | Description |
|--------|------------|-------------------------|--|
| Week 2 | H3, H4, H8 | Formative | By the end of the week, students submit all potential PIP topics with an explanation of the topic, the connection to the syllabus, and the overall hypothesis. |
| Week 4 | H9, H10 | Formative | In class, students complete a 5 mark HSC-style question on the nature of change. The class will construct marking criteria with student self-marking and feedback followed by teacher marking and feedback |
| Week 6 | H5, H7 | Formative. | In class, 30-minute test on Theories of Social Change. Students will have spent previous lessons learning about 4 Social Change Theories and create a revision table. |
| Week 7 | H1, H4, H8 | NESA Requirement | Students will complete the NESA Personal Interest Project (PIP) form - mandatory monitoring document. Students will have a class discussion about their ideas. It is expected that the teacher will approve their PIP topic so students can begin secondary research. |
| Week 8 | H2, H3, H7 | School Assessment (30%) | Students will research and construct a report that focuses on the nature of power and authority for the country in the Focus Study for Continuity and Change |
| Week 9 | H1, H10 | Formative | In-class test, 40 minutes and 5 minutes reading, using Section I of a Past HSC Paper. Students will have had the content delivered over the past term and data is being used to inform gaps of knowledge/skills that need refining. Students will have been explicitly taught about response structure |