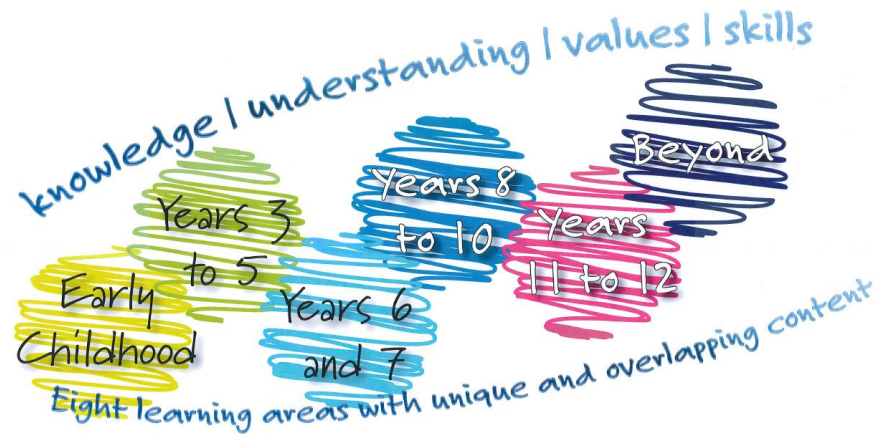




# Curriculum Forum Secondary

Tuesday 6 June 2017

Western Australian Curriculum  
and Assessment outline





# Agenda

Time	Session	Presenter/s
8.45 – 9.15	Teaching, Learning and Assessing HASS HPE	Mandy Hudson Adriana Douglas
9.15 – 10.15	<i>Ways of Teaching and Ways of Assessing</i> HASS HPE	Carolyn Fleischer Dino Manalis
10.15 – 10.45	Morning Tea	
10.45 – 12.00	Applying the <i>Ways of Teaching and Ways of Assessing</i> to develop assessment tasks, marking keys and/or teaching and learning outlines HASS HPE	Carolyn Fleischer Dino Manalis



# Australian Professional Standards for Teachers

The professional learning will address the following Australian Professional Standards for Teachers:

- 2.1 Content and teaching strategies of the teaching area
- 2.2 Content knowledge and organisation
- 2.3 Curriculum, assessment and reporting
- 3.2 Plan, structure and sequence learning programs
- 6.2 Engage in professional learning to improve practice
- 6.3 Engage with colleagues and improve practice

# The Outline

## *The Western Australian Curriculum and Assessment Outline:*

- sets out the knowledge, understanding, skills, values and attitudes that students are expected to acquire, and guidelines for the assessment of student achievement,
- is **mandated** for all Western Australian students,
- provides comprehensive information that schools can use to plan student learning programs, assess student progress and report to parents.



## School Curriculum and Standards Authority

The School Curriculum and Standards Authority is responsible for Kindergarten to Year 12 curriculum, assessment, standards and reporting for all Western Australian Schools.

To keep up to date, subscribe to our monthly online circulars

Kto10 Circular  11to12 Circular

Enter your email address



### Kindergarten to Year 10

Western Australian Curriculum & Assessment Outline.

- [Visit the Outline](#)
- [View the K-10 Curriculum](#)
- [Download Printable Resources](#)
- [Extranet Registration/login](#)

### Senior Secondary

WACE Syllabuses, information and support materials

- [Syllabus and Support Materials](#)
- [Examination Information](#)
- [Externally Set Tasks Information](#)
- [Extranet Registration/login](#)

### A word from

Jenny Offer  
[Changes to enrolments for Foundation courses](#)

### Useful Links

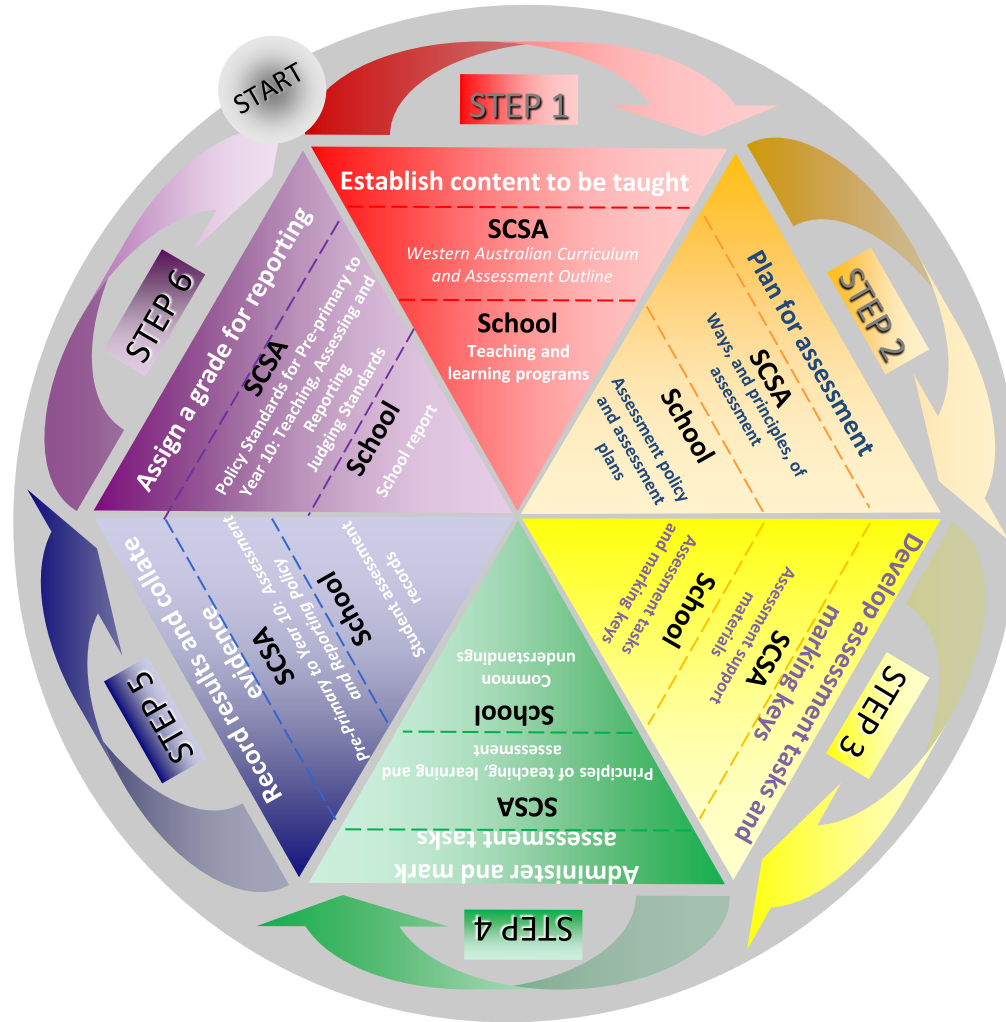
[2017 EST course links](#)

[SIRS login](#)

[SNA](#)



# The teaching, learning and assessment process





## STEP 1

Establish content to be taught

**School Curriculum and Standards Authority**

*Western Australian Curriculum and Assessment  
Outline*

Pre-primary to Year 10: Teaching, Assessing and  
Reporting Policy  
Teaching support materials

**School**

Year level teaching and  
learning programs



# Pre-primary to Year 10: Teaching, Assessing and Reporting Policy

## 5.1 Curriculum

Schools will implement the Pre-primary to Year 10 Western Australian Curriculum in accordance with:

- the *Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting*
- the Principles of Teaching, Learning and Assessment detailed within the *Outline*.






The Authority

Kindergarten to Year 10

Years 11 and 12

 Extranet Login

Home

Principles ▾

Teaching ▾

Assessing ▾

Policy ▾

Resources ▾

## Early Years Learning Framework

## Kindergarten Curriculum Guidelines

The Kindergarten Curriculum Guidelines

The Early Years Learning Framework

Learning Development Areas

## Western Australian Curriculum

English v8.1

Health and Physical Education

Humanities and Social Sciences

Languages

Mathematics v8.1

Science v8.1

Technologies

The Arts

## General Capabilities

General capabilities overview

Literacy

Numeracy

Information and Communication

Technology (ICT) capability

Critical and creative thinking

Personal and social capability

Ethical understanding

Intercultural understanding

## Cross-curriculum priorities

Cross-curriculum priorities

Aboriginal and Torres Strait Islander  
histories and cultures

Asia and Australia's engagement with  
Asia

Sustainability

## Alternative Curriculum/Reporting Recognition

## Teaching Support Materials

### Pre-primary to Year 10: Teaching, Assessing and Reporting Policy

[Key terms](#)

[Procedures](#)

[Relevant documents and other sources of information/websites](#)

### Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting

[Curriculum planning](#)

[Reporting on student achievement](#)

#### Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting

- [Curriculum planning](#)
- [Reporting on student achievement](#)

last updated 2016-10-07 02:53



Curriculum planning accounts for the needs of all students. This includes the enrolment of students with disability in regular classes, education support classes and education support schools.

In planning the delivery of the Pre-primary to Year 10 Western Australian curriculum, schools ensure they meet the requirements outlined in:

- Table 1: *Western Australian Curriculum and Assessment Outline*: curriculum requirements and available options
- Table 2: Implementation timeline requirements.

Schools use discretion in regard to the use of the [Notional Time Allocation Guidelines: Pre-primary to Year 10](#) provided in the *Outline*.

## 1.1. Modified curriculum

For some students, differentiation of the curriculum is required to cater for their individual learning needs.

If there is a legitimate reason for a student to be following a modified curriculum (for example, gifted and talented students, students with disability and additional learning needs, and students for whom English is an



**Table 1: Notional teaching time allocated to each learning area (Pre-primary to Year 10)**

	Hours per week over 40 weeks per year (based on a 25 hour school week*)			
	Pre-primary -Year 2	Years 3-6	Years 7-8	Years 9-10
English	6	6	3	3
Mathematics	5	5	3	3
Humanities and Social Sciences	2	2	3	3
Science	2	2	3	3
Health and Physical Education	2	2	2	2
Languages*	0-2	2	2	0-2*
Technologies*	2	2	2	0-2*
The Arts*	2	2	2	0-2*
Unallocated time**	2-4	2	5	5-11
<b>Total Time</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

Notes:

- Decisions about the organisation and delivery of curriculum, including opportunities for integration, are best made at the school level.
- Teachers are best placed to make professional judgements about the time taken for individual students to learn a body of knowledge, understandings and skills.
- \* These learning areas are not mandated after Year 8.
- \*\* 'Unallocated time' would actually be greater than shown, depending on the number of hours of teaching per week at each school.
- e) It is anticipated that schools will provide opportunities for students to specialise in a learning area subject to a greater extent from Year 9.



## Humanities and Social Sciences

[Download Curriculum as PDF](#)

- Overview
- Rationale
- Aims
- Organisation
- Student Diversity
- Ways of Teaching
- Ways of Teaching Video
- Ways of Assessing
- General Capabilities
- Cross-Curriculum Priorities
- Glossary

- Humanities & Social Sciences Scope and Sequence
- Humanities & Social Sciences Scope and Sequence
- Humanities & Social Sciences Additional Content
- EALD Humanities and Social Sciences Pre-primary to Year 10
- ABLEWA History Scope and Sequence
- ABLEWA Geography Scope and Sequence

### Filters

Show/Hide Curriculum

- Year level descriptors
- Content Descriptions
- Achievements Standards
- Icons

Humanities and Social Sciences learning area contacts:

- Pre-primary to Year 6 : +61 8 9273 6743 | [Melinda.Keelan@sca.wa.edu.au](mailto:Melinda.Keelan@sca.wa.edu.au)
- Year 7 to Year 10 : +61 8 9273 6735 | [Carolyn.Fleischer@sca.wa.edu.au](mailto:Carolyn.Fleischer@sca.wa.edu.au)

Humanities and Social Sciences Curriculum - Pre-primary to Year 10  
Also available in Word Format

Jump to ABLEWA: A B C D  
Year: P 1 2 3 4 5 6 7 8 9 10

## Humanities and Social Sciences

### ABLEWA Stage A

The Stage A curriculum develops student's awareness of a **place** on a personal **local scale**. Places will range in size from a part of a room or garden to **community place**. They are supported to use their senses to explore the tangible characteristics of a **place** such as the sound, smell, feel of significant **features**, and environmental and human characteristics.

Learning about their own **place** and building a connection with it contributes to their sense of identity and awareness. They start to explore significant places they are in, and what it is like. Students experience different places and their purposes.

The idea of a **place**, its purpose, **features** and location (a part of the concept of **space**) are introduced through personal experience and reinforced through the use of multisensory and multimodal texts, images, maps, photos and models. The emphasis in Stage A is on the significant **place** in which they live and their reaction to them.

Key question:

- What do I experience in this place?

Personal Present History

The curriculum at Stages A to D provides a study of personal and family histories. Students learn about their own history and that of their family: this may include stories from different cultures and other parts of the world. As

Learning area  
contact details

Word and PDF  
versions of the  
curriculum



# Teaching and learning programs

Teachers, when developing a program for their students, should consider:

- the timing and sequencing of the year level syllabus content
- the range of learning experiences through which students can apply the knowledge, skills and concepts from the syllabus content
- the selection of resources to support teaching and learning experiences
- the implementation of the principles of teaching and learning as articulated in the ‘Ways of teaching’ in the Overview of the syllabus.



## STEP 2

### Plan for assessment

#### School Curriculum and Standards Authority

Pre-primary to Year 10: Teaching, Assessing and  
Reporting Policy

Principles of assessment

Ways of assessing

#### School

School assessment policy and  
assessment plans



# Pre-primary to Year 10: Teaching, Assessing and Reporting Policy

## 5.2 Assessment

Schools will monitor and assess individual student achievement referring to the Principles of Teaching, Learning and Assessment detailed within the *Outline*.

Schools must provide their school community with an assessment and reporting policy that is based on the Principles of Teaching, Learning and Assessment.



### Assessment Principles and Reflective Questions

- Assessment Principle 1
- Assessment Principle 2
- Assessment Principle 3
- Assessment Principle 4
- Assessment Principle 5
- Assessment Principle 6

Judging Standards



### Snapshots - Choose a Year

- Pre-primary
- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6
- Year 7
- Year 8
- Year 9
- Year 10

### Testing

- NAPLAN
- NAPLAN Online
- WAMSE
- OLNA

### Overview of Research

- Pre Primary
- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6
- Year 7
- Year 8
- Year 9
- Year 10

### Assessment Support Materials

### Assessment Activities

- Pre-Primary
- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6
- Year 7
- Year 8
- Year 9
- Year 10

An extranet login is required to access materials.





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Go to whole of WA Government search

The Authority Kindergarten to Year 10 Years 11 and 12 **Extranet Login**

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Home Principles Teaching Assessing Policy Resources

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To keep up to date, subscribe to our monthly online circulars

Kto10 Circular  11to12 Circular



## K-10 Outline

Welcome to the Western Australian Curriculum and Assessment Outline which is for all students from Kindergarten to Year 10.

It sets out the mandated curriculum, guiding principles for teaching, learning and assessment and support for teachers in their assessment and reporting of student achievement.

- [Mandated Materials](#) [Support Materials](#)



### Kindergarten to Year 10

Western Australian Curriculum & Assessment Outline.

- Visit the Outline
- View the K-10 Curriculum
- Download Printable Resources
- Extranet Registration/login

### Senior Secondary

WACE Syllabuses, information and support materials

- Syllabus and Support Materials
- Examination Information
- Externally Set Tasks Information
- Extranet Registration/login

### A word from

Jenny Offer  
Changes to enrolments for Foundation courses

### Useful Links

2017 EST course links  
SIRS login  
OLNA  
NAPLAN  
Enrolment Process

News

Events

### Recently added resources

- Judging Standards materials for English to reflect version 8.1 of the curriculum
- Judging Standards materials for Pre-primary to Year 6 and Year 10 Visual Arts
- Judging Standards materials for Pre-primary to Year 10 Dance

### Western Australian curriculum

By 2018, all syllabuses, except Languages, will become part of the mandated curriculum for the planning, assessment and reporting of student progress in Western Australia, as prescribed by the *Western Australian Curriculum and Assessment Outline*.

To access the syllabuses please visit the [Western Australian syllabuses page](#).

### Judging Standards

Please note: Judging Standards has moved and is now located under the assessment menu and is housed in the extranet for privacy of student work samples, especially for those relating to performance. To login or register visit the [Extranet page](#).

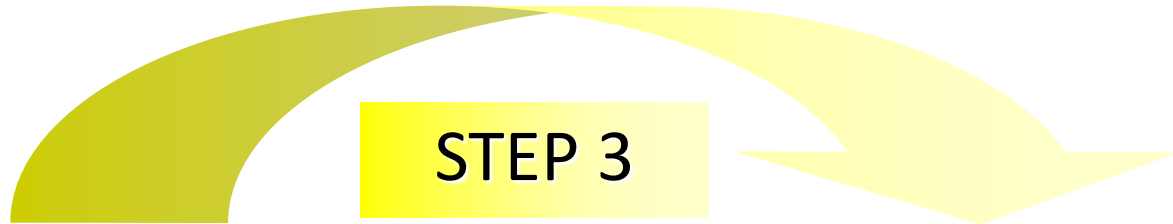
More information about accessing the [Judging Standards](#).



# Ways of Assessing

Assessment should arise naturally out of the teaching and intended learning of the curriculum and syllabus.

The **Ways of assessing** complement Ways of teaching and aim to support teachers in developing effective assessment practice. These complement the principles of assessment in the *Western Australian Curriculum and Assessment Outline*. Assessment snapshots illustrate the assessment principles within a classroom or school context.



## STEP 3

**Develop assessment tasks and marking keys**

**School Curriculum and Standards Authority**

Assessment support materials

Achievement Standards

Assessment Pointers

**School**

Assessment tasks  
and marking keys



# Assessment tasks

‘Schools will develop and administer assessments in relation to the content of the Pre-primary to Year 10 Western Australian Curriculum.’

*5.2, Assessment, Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting*

Assessment tasks provide:

- a comprehensive sampling of the syllabus content
- clear instructions on what is to be done, the conduct and completion of the task
- opportunities for the full range of student achievement.

# Marking keys

Develop the marking key:


- with the assessment task
- to provide feedback to students
- to ensure the fair and valid ranking of student achievement/performance.

It is important the judgements of student achievement are reliable. A marking key helps to ensure a consistent interpretation of the criteria that guide the awarding of marks.

# Achievement Standards

The achievement standard describes an expected level that the majority of students are achieving or working towards by the end of a given year of schooling. Some students will have progressed beyond the achievement standard; others will need additional support.

The Assessment Pointers provide teachers with the observable qualities of student performance at standard (C), above the standard (A or B) and below the standard (D). The pointers are supported by annotated student work samples.



School Curriculum and Standards Authority

**JUDGING STANDARDS IN PRE-PRIMARY**  
HUMANITIES AND SOCIAL SCIENCES

Assessment pointers validate teachers' professional judgement when reporting against a five-point scale. The pointers:

- are examples of evidence in relation to the achievement standard
- should be used with the annotated student work samples
- exemplify what students *may* demonstrate rather than a checklist of *everything* they should do.

**PRE-PRIMARY HUMANITIES AND SOCIAL SCIENCES ACHIEVEMENT STANDARD**

At Standard, students pose and respond to questions, and recognise that there are a variety of sources from which information can be collected. They use simple categories to organise information and sequence familiar events. Students explore points of view, represent information in different ways and begin to draw simple conclusions. They share observations and ideas when participating in the decision-making process. Students develop simple oral texts, and reflect on what they have learnt using language, gesture and other non-verbal modes.

Students recognise that countries, such as Australia, and familiar places are represented on a globe or a map. They describe the features of places that are familiar to them. Students identify the interconnections that people have with familiar places and recognise why some places are special and need to be looked after. They identify similarities between families and suggest ways that families communicate and commemorate significant stories and events from the past.

**PRE-PRIMARY HUMANITIES AND SOCIAL SCIENCES ASSESSMENT POINTERS**

	The student demonstrates excellent achievement of what is expected for this year level	The student demonstrates high achievement of what is expected for this year level	The student demonstrates satisfactory achievement of what is expected for this year level	The student demonstrates limited achievement of what is expected for this year level	The student demonstrates very low achievement of what is expected for this year level
<b>Humanities and Social Sciences skills</b>					
<b>Questioning and Researching</b>	Orally poses focused questions to investigate the topic and responds with detail.	Orally poses focused questions related to the topic and responds with detail.	Orally poses and responds to questions related to the topic.	Orally responds to questions with little connection to the topic.	Does not meet the expected standard.
<b>Analysing</b>	Represents relevant and detailed information in different ways.	Represents relevant information in different ways.	Represents information in different ways.	Requires differentiation and support to represent information.	Does not meet the expected standard.



## STEP 4

Administer and mark assessment tasks

**School Curriculum and Standards Authority**

Principles of Teaching,  
Learning and Assessment  
Assessment Snapshots

**School**

Common  
understandings  
Reflect on teaching  
practice

# Marking assessment tasks

- use numerical marks, not grades
- modify the marking key to reflect unexpected student responses
- share the marking key with the students

‘Schools will develop processes to support all teachers in making valid and reliable judgements.’

5.2, Assessment, *Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting*





**STEP 5**

**Record results and collate evidence**

**School Curriculum and Standards Authority**

Pre-primary to Year 10: Teaching  
Assessing and Reporting policy

**School**

Student assessment  
records



## Policy

Pre-primary to Year 10:  
Teaching, Assessing and  
Reporting Policy

Policy Standards for Pre-  
primary to Year 10: Teaching,  
Assessing and Reporting

- Curriculum planning
- Reporting on student achievement

last updated 2016-10-07 02:53



# Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting

Pre-primary to Year 10: Teaching, Assessing and Reporting Policy and Policy Standards





## STEP 6

**Assign a grade for reporting**

**School Curriculum and Standards Authority**

Policy Standards for Pre-primary to Year 10:  
Teaching, Assessing and Reporting  
Achievement Standards  
Judging Standards Materials

**School**

School reports



**Table 4: Learning area reporting requirements for each semester report**

Learning areas	Reporting requirements <sup>3</sup>
<b>English</b>	Schools report one grade (A–E) as a minimum for English.
<b>Mathematics</b>	Schools report one grade (A–E) as a minimum for Mathematics.
<b>Science</b>	Schools report one grade (A–E) as a minimum for Science.
<b>Humanities and Social Sciences</b>	Schools report one grade (A–E) as a minimum for Humanities and Social Sciences.
<b>Health and Physical Education</b>	Schools report one grade (A–E) as a minimum for Health and one grade (A–E) as a minimum for Physical Education.
<b>Languages<sup>4</sup></b>	Schools report one grade (A–E) as a minimum for Languages.
<b>Technologies<sup>5</sup></b>	<p>Across a year schools report one grade (A–E) as a minimum for Design and Technologies and one grade (A–E) as a minimum for Digital Technologies:</p> <ul style="list-style-type: none"> <li>• where subjects are taught concurrently during the year, two grades are required each semester</li> <li>• where the subjects are taught in separate semesters it is permissible to report on Design and Technologies in one semester and Digital Technologies in the other semester.</li> </ul>
<b>The Arts<sup>6</sup></b>	<p>Across a year schools report one grade (A–E) as a minimum in a performance arts subject and one grade (A–E) as a minimum in a visual arts subject:</p> <ul style="list-style-type: none"> <li>• where subjects are taught concurrently during the year two grades are required each semester</li> <li>• where the subjects are taught in separate semesters it is permissible to report on a Performance Arts subject in one semester and a Visual Arts subject in the other semester.</li> </ul>



Search term: e.g. Examinations [Search]

Go to whole of WA Government search

You are here > [K-10 Outline](#) > [extranet](#) > [Extranet](#)

## Extranet

The Extranet is the Authority's secure area for teachers to access materials and resources to support them in their work.

The materials and resources include:

- P-10 judging standards work samples
- Year 11 and 12 grading materials
- externally set tasks with associated marking keys and work samples
- examiner reports for ATAR course examinations.

Teachers must be registered with the Teacher Registration Board of Western Australia (TRBWA) and hold a valid TRB number to register for access to the extranet.

Western Australian university staff and final year education students can register for limited access to the extranet with their university email address.

Home Educators who are registered with the Department of Education may request access by emailing [lmshelp@scsa.wa.edu.au](mailto:lmshelp@scsa.wa.edu.au).

**Login:**

Email:

Password:

**Register:**

[Teachers Registration](#)

[University Staff/Student Registration](#)

To register for an Extranet account as a home educator please contact the Authority at [lmshelp@scsa.wa.edu.au](mailto:lmshelp@scsa.wa.edu.au)

If you have forgotten your password, [click here to reset your password](#) or please contact [LMSHelp](#)



## Assessing

- [Assessment Principles and Reflective Questions](#)
- [Snapshots - Choose a Year](#)
- [Overview of Research](#)
- [Assessment Activities](#)
- [Judging Standards](#)**
- [Testing](#)
- [Assessment Support Materials](#)

last updated 2016-07-13 02:59



## Judging Standards

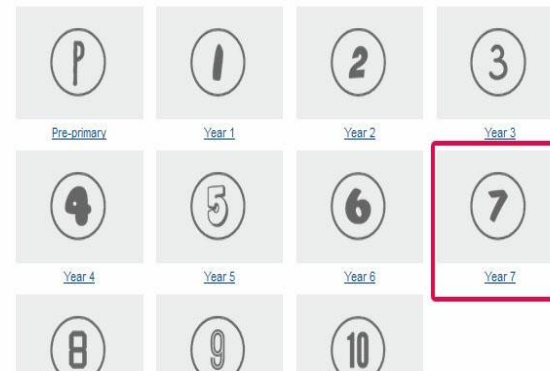
**Please note: Judging standards materials are now housed within the extranet for privacy of student work samples, especially for those relating to performance. Teachers can login or register for an account at <http://k10outline.scsa.wa.edu.au/home/extranet/login>.**

*Judging standards* is a tool to support teachers when reporting against the achievement standards for each year of schooling; when giving assessment feedback; and when explaining the differences between one student's achievement and another's. The achievement standard describes an expected level that the majority of students are achieving or working towards by the end of that year of schooling. Some students will have progressed beyond the achievement standard; others will need additional support. The expected standard for each year is described as 'C' or Satisfactory.

'As reporting student achievement in terms of grades is a broad classification of performance, each grade represents a wide range of student ability. Many students will be given the same grade in semester 1 and semester 2, even though their teachers will have observed growth in learning. Bearing in mind that work in Semester 2 builds on Semester 1, maintaining a grade indicates students have held their own in the face of more advanced material and in this way have grown in their learning' (*Western Australian Curriculum and Assessment Outline, Assessment Principle 5-Assessment should lead to informative reporting*).

[Find out more...](#)

Jump to year...



## Assessing

- Assessment Principles and Reflective Questions
- Snapshots - Choose a Year
- Overview of Research
- Assessment Activities
- Judging Standards**
- Testing
- Assessment Support Materials

last updated 2017-01-20 02:13



## Year 7

Judging standards is a tool to support teachers when reporting against the achievement standards for each year of schooling; when giving assessment feedback; and when explaining the differences between one student's achievement and another's. The achievement standard describes an expected level that the majority of students are achieving or working towards by the end of that year of schooling. Some students will have progressed beyond the achievement standard; others will need additional support. The expected standard for each year is described as 'C' or Satisfactory.

'As reporting student achievement in terms of grades is a broad classification of performance, each grade represents a wide range of student ability. Many students will be given the same grade in Semester 1 and Semester 2, even though their teachers will have observed growth in learning. Bearing in mind that work in Semester 2 builds on Semester 1, maintaining a grade indicates students have held their own in the face of more advanced material and in this way have grown in their learning' (*Western Australian Curriculum and Assessment Outline*, Assessment Principle 5 – Assessment should lead to informative reporting).

[View All](#)

English v8.1

Health and Physical Education

Humanities and Social Sciences

### Assessment Pointers

(393.1 KB) (53.4 KB)

Assessment pointers

### Civics and Citizenship: Citizens as jurors

Excellent	High	Satisfactory	Limited
	(416.4 KB)	(365.4 KB)	(352.7 KB)

Annotated work samples

### Civics and Citizenship: Separation of powers

### Number and Algebra / Measurement and Geometry: Perimeter and area

A	B	C	D
(428.3 KB)	(465.0 KB)	(424.9 KB)	



## Assign a grade

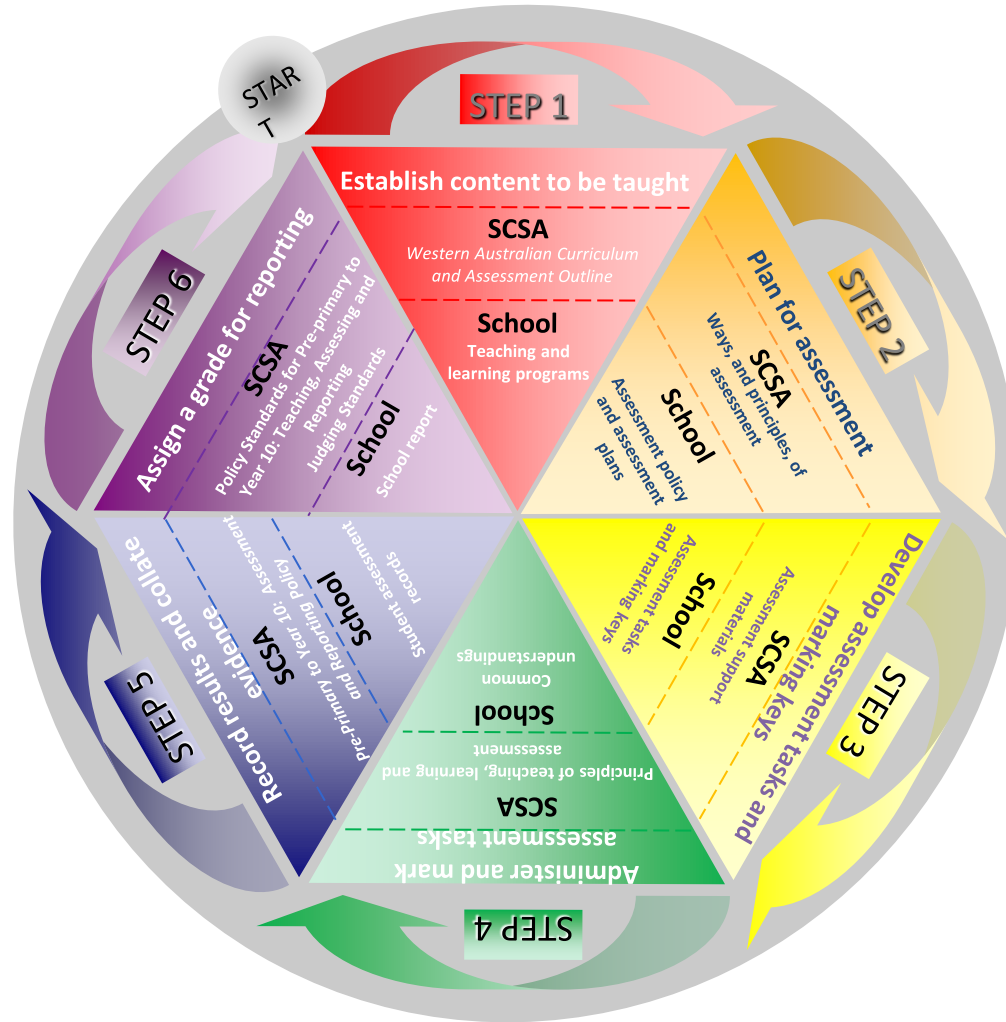
Judging standards is a tool to support teachers when reporting against the achievement standards for each year of schooling; when giving assessment feedback; and when explaining the differences between one student's achievement and another's.

The grade is derived from the evidence collected across all the assessment tasks, both formative and summative.





# The teaching, learning and assessment process





# Using the K-10 outline website to plan what to teach, assess and report

	Teacher support material	Located on the website at:
Teaching	Principles of teaching, learning and assessment	Principles/Guiding Principles
	Ways of teaching	Teaching/Overview
	Ways of teaching video	Teaching/Overview
	Sample teaching and learning outlines	Teaching/Teaching Support Materials
	Ways of assessing	Teaching/Overview
Assessing	Sample assessment activities	Assessing/Assessment Activities
	Assessment principles	Assessing
	Assessment Snapshots	Assessing
Policy	Judging Standards Materials	Assessing/Login via the extranet
	Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting	Policy



School Curriculum  
and Standards  
Authority



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