Vicphysics Teachers' Network
Units 1 and 2 Course Planning Day

Assessment Tasks in Units 1 and 2 and links to those for Units 3 and 4.
The Assessment tasks in the new study design in both Units 1 and 2 and also in Units 3 and 4 have some new tasks and some familiar ones.

So when designing your assessment program for next year, there are two questions to consider?

- Which of my current tasks, or ones I have seen examples, can be adapted to fit one of the new tasks?
- Which of the new tasks should I try out in 2023 to prepare the students for similar task in 2024?

Below are some questions to consider in the small group discussions, but to assist in deconstructing and demystifying the tasks in the new study design, Some pre-workshop activities might be helpful in that regard.

Pre-Workshop Activities
Over the page are some activities to do prior to Monday and share your responses in the small group discussions.

Questions for Small Group Discussions on Assessment tasks

a) Are some assessment tasks more suited to some Areas of Study?

b) Many of the assessment tasks look new. Which ones are close to what you currently do? Which of the others would you like to try with your students?

c) With Unit 1 Areas of Study, is it necessary to have a test on the content in addition to an assessment task?

Column 1 in the table below has the 16 possible assessment tasks for Units 1 and 2. The other five columns are categories these tasks could fit in.

1. For each of the 16 assessment tasks, place a tick under one of the categories

Possible assessment tasks for the students:	Related to their practical activities	Involving analysis of data, either theirs or supplied	Requiring a written analysis of material, either from their research or supplied	Presenting their work in a visual and/or oral form	Answering questions that require a numerical or a written response
report of a laboratory activity including the generation of primary data					
reflective annotations related to one or more practical activities from a logbook					
analysis and evaluation of generated primary and/or collated secondary data					
critique of an experimental design, process or apparatus					
modelling or simulation activity					
report of the design, building, testing and evaluation of a device					
explanation of a selected physics device, design or innovation					

Possible assessment tasks for the students:	Related to their practical activities	Involving analysis of data, either theirs or supplied	Requiring a written analysis of material, either from their research or supplied	Presenting their work in a visual and/or oral form	Answering questions that require a numerical or a written response
physics-referenced response to an issue					
report of a selected physics phenomenon					
media analysis/response					
Infographic					
problem-solving involving physics concepts and/or skills					
report of an application of physics concepts to a real-world context					
analysis, including calculations, of physics concepts applied to real-world contexts					
comparison and evaluation of two solutions to a problem, two explanations of a physics phenomenon or concept, or two methods and/or findings from practical activities					
scientific poster.					

2. For each of the five categories, enter a brief description of an assessment task that you have used or have considered

	Related to their practical activities	Involving analysis of data, either theirs or supplied	Requiring a written analysis of material, either from their research or supplied	Presenting their work in a visual and/or oral form	Answering questions that require a numerical or a written response
Example					

3. The 4 possible assessment tasks for Units 3 and 4 in 2024 are in column 1 of the table below. Each of them will need to be used across the 4 Areas of Study in Units 3 and 4. For each of the 4 tasks, place a tick under one of the five categories.

	Related to their practical activities	Involving analysis of data, either theirs or supplied	Requiring a written analysis of material, either from their research or supplied	Presenting their work in a visual form	Answering questions that require a numerical or a written response
application of physics concepts to explain a model, theory, device, design or innovation					
analysis and evaluation of primary and/or secondary data, including data plotting, identified assumptions or data limitations, and conclusions					
problem-solving, applying physics concepts and skills to real-world contexts					
comparison and evaluation of two solutions to a problem, two explanations of a physics phenomenon or concept, or two methods and/or findings from practical activities.					

4. The assessment tasks you choose for Units 1 and 2 for 2023 can be useful experiences for you and your students as preparation for 2024. How will this guide your selections for next year?