

Social and Community Studies 2019 v1.0

Sample assessment instrument

November 2018

Examination — Short response test

Information for teachers

This sample has been compiled by the QCAA to help and support teachers in planning and developing assessment instruments for individual school settings.

Schools develop internal assessments for each Applied subject, based on the learning and assessment described in the approved study plan.

Purpose of the examination technique

This technique assesses the application of a range of cognitions to provided questions, scenarios and/or problems. Responses are completed individually, under supervised conditions and in a set timeframe.

Further information about the specifications for this assessment technique can be found in the Assessment techniques section of the Social and Community Studies syllabus.

Assessment dimensions

This assessment technique is used to determine student achievement in objectives from both of the following dimensions:

- Knowing and understanding
- Applying and examining.

Not every objective from each dimension needs to be assessed.

Subject	Social and Community Studies		
Technique	Examination — Short response test		
Unit number and module number and name	Unit: 4 Module: 7. Legally — It could be you		
Conditions	Units 3–4		
Duration	70 minutes	Perusal	—
Other			
Seen stimulus provided two days before the examination. Students are not able to bring copies of the stimulus into the examination. No notes allowed.			
Instructions			
Answer all the questions in the response booklet provided. Answers written in the question booklet will not be marked.			

Question 1 (75 words)

Explain the roles of the three levels of government in Australia. Provide an example of the types of laws or regulations each level enacts.

Question 2 (150 words)

In responding to the following questions, refer to this image [insert chosen road sign, e.g. school zone speed limit].

- Describe the requirements of drivers when the road sign is observed.
- Describe the penalties that could be applied if a P-plate driver ignored this sign.
- Explain why these types of regulations are necessary in our society.

Question 3 (75 words)

Explain why young people legally require parental permission to enter into certain contracts.

Question 4 (50 words)

In responding to the questions below, refer to the following scenario.

Judy is 17. She breaks into her neighbour's house and takes a small amount of money and some jewellery, including a watch. Judy helps herself to a snack from the fridge.

- Explain which offence/s Judy has committed.
- If Judy is charged with any offences, describe which court will hear Judy's case.

Question 5 (50 words)

In responding to the questions below, refer to the following scenario.

Jonah is 18 and has recently arrived in Australia from Korea. Jonah is not fluent in English. He and his friends are out on a Friday night when they get into a fight. Jonah punches another young man who falls to the ground unconscious. Police arrive to break up the fight. Jonah spits and swears at the arresting officers, pushing them as he tries to run away.

- a) Explain which offences Jonah has committed.
- b) Describe which legal support services may be available to Jonah at his court appearance(s).

Question 6 (200 words)

Analyse and compare two viewpoints about the current legal drinking age. Explain one social issue and one legal issue that could emerge from raising the legal drinking age.

Question 7 (200 words)

In responding to the following questions, refer to the provided stimulus material

- a) Analyse and compare two viewpoints that emerge from the information presented in the stimulus.
- b) Explain one issue for Australia's system of government if our current electoral approach was changed to one used in a different country.

Stimulus

The teacher will compile a range of visual and written stimulus into a document that will be provided to students two days before the exam.

The stimulus will include information about voting age, election methods, compulsory/non-compulsory voting and other electoral approaches from across the world.

When selecting the number of stimuli to use, teachers should consider students' ability to access and respond to the stimulus within the allocated timeframe.

Instrument-specific standards matrix

	Standard A	Standard B	Standard C	Standard D	Standard E
Knowing and understanding	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> accurate recognition and comprehensive description of concepts and ideas related to the development of personal, interpersonal and citizenship skills accurate recognition and comprehensive explanation of the ways life skills relate to social contexts succinct and logical explanation of issues and viewpoints related to social investigations. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> accurate recognition and thorough description of concepts and ideas related to the development of personal, interpersonal and citizenship skills accurate recognition and thorough explanation of the ways life skills relate to social contexts logical explanation of issues and viewpoints related to social investigations. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> recognition and description of concepts and ideas related to the development of personal, interpersonal and citizenship skills recognition and explanation of the ways life skills relate to social contexts explanation of issues and viewpoints related to social investigations. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> partial recognition and simple description of concepts and ideas related to the development of personal, interpersonal and citizenship skills disjointed recognition and explanation of the ways life skills relate to social contexts simple explanation of issues and viewpoints related to social investigations. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> minimal recognition and superficial description of concepts and/or ideas related to the development of personal, interpersonal and citizenship skills superficial statements of the ways life skills relate to social contexts minimal identification of issues related to social investigations.
	Applying and examining	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> insightful analysis and comparison of a wide range of viewpoints about social contexts and issues proficient use of language conventions and features to effectively communicate ideas and information, according to purposes. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> in-depth analysis and comparison of a range of viewpoints about social contexts and issues controlled use of language conventions and features to clearly communicate ideas and information, according to purposes. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> analysis and comparison of viewpoints about social contexts and issues use of language conventions and features to communicate ideas and information, according to purposes. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> identification and description of viewpoints about social contexts and issues inconsistent use of language conventions and features to communicate aspects of ideas and information, according to purposes.