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| Social & Community Studies 2024 v1.0  [Choose a project.] Workshop sample assessment template This sample has been compiled by the QCAA to assist 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 syllabus.  To use this template, teachers should:   * customise the school information section and subject details * complete the unit and module section using information from the syllabus * consider the conditions prescribed in the syllabus, delete the QCAA logo, and replace ‘Queensland Curriculum and Assessment Authority’ with the school name in all footers * construct assessment items in the provided fields. Refer to the guidance provided in yellow in the template. This guidance refers to content to be entered * refer to the Assessment techniques section of the syllabus for further information about subject-specific specifications for the assessment technique and objectives that need to be assessed * remove the text in blue from the assessment instrument when it is completed. The text in blue provides formatting tips and instructions to writers.  |  |  | | --- | --- | | **Student name** |  | | **Student number** |  | | **Teacher** |  | | **Issued** |  | | **Due date** |  |   **Overall result**   | Result | | | | | Comment | | --- | --- | --- | --- | --- | --- | | **A** | **B** | **C** | **D** | **E** |  | |

## Conditions

Copy and paste the required information for the relevant unit directly from the syllabus.

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| **Technique** | Project |
| **Unit [#]** | [Insert the unit option and name]  Copy and paste the unit option directly from the syllabus, i.e.  Option A: Lifestyle and financial choices  Option B: Healthy choices for mind and body  Option C: Relationships and work environments  Option D: Legal and digital citizenship  Option E: Australia and its place in the world  Option F: Arts and identity |
| **Response requirements** | **[Insert the name of product]**  Copy the response requirement chosen from the syllabus list   * [Insert the response requirements.]   **Evaluation**  Copy the response requirement chosen from the syllabus list   * [Insert the response requirements.] |
| **Individual/group** | Individual. The following aspects of the task may be completed as a group:   * devising and refining guiding questions * collecting and collating information.   If the technique is C1: Project — Relationships, insert the following point:   * + enacting performances |
| **Other** | Use approximately 10–15 hours of class time to prepare your response. You can develop your responses in class time and your own time. |

## Context

Suggested items to include are:

* + purpose of the task
  + information about the audience
  + relevance of the instrument to the unit of work
  + description of the scenario that students will address when completing the task.

[Insert the context.]

## Task

Add task, i.e. copy and paste the task information from the relevant unit and then contextualise the task to align to your school and student needs.

[Insert the task.]

## Specifications

Copy and paste the specifications directly from the syllabus. You can then contextualise this further to align to the specific task you have developed.

This task requires you to:

* [Insert the specifications.]
* [Insert the specifications.]

## Checkpoints

Insert or delete due dates and sign-off as required. Insert a maximum of five checkpoints.

[Term [X] Week [x]/Date]: Identify checkpoint action.]

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## Authentication strategies

Select at least one strategy from the following list. Delete strategies not required.

* The teacher will provide class time for task completion.
* Students will produce sections of the final response under supervised conditions.
* Students will each produce a unique response by … [Identify how this is achieved, e.g. selecting a unique topic or a topic with teacher-defined limits to how many students may select that particular topic, using individualised datasets, collecting data as a group but producing individual reports … ]
* Students will provide documentation of their progress [at indicated checkpoints, if checkpoints are provided].
* The teacher will collect copies of the student response and monitor at key junctures.
* The teacher will collect and annotate drafts.
* The teacher will conduct interviews or consultations with each student as they develop the response.
* Students will use plagiarism-detection software at submission of the response.
* Students must acknowledge all sources.
* Students must submit a declaration of authenticity.
* Students will produce summaries during the response preparation.
* The teacher will conduct interviews after submission to clarify or explore aspects of the response.
* The teacher will compare the responses of students who have worked together in groups.
* The teacher will ensure class cross-marking occurs.

## Scaffolding

[Scaffolding should describe specific processes that must be used, or expectations for the presentation of the student response, e.g. information about the report format to be used, expected referencing or citation conventions, or the inquiry or problem-solving model that must be used.]

## Instrument-specific standards [##]: Project — [Project title]

Choose one of the following for the ISS subtitle:

A1: Project — Contemporary lifestyles

B1: Project — Recreation and leisure

C1: Project — Relationships

D2: Project — Digital technology and wellbeing

E2: Project — Australia as a global citizen

F1: Project — The arts and the community

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| The student work has the following characteristics | | **Grade** |
| * significant explanations of concepts and skills * comprehensive examination of information * comprehensive application of knowledge to make decisions | * insightful evaluation of the effectiveness of plans, processes and outcomes * fluent communication in the required responses | **A** |
| * substantial explanations of concepts and skills * considered examination of information * effective application of knowledge to make decisions | * considered evaluation of the effectiveness of plans, processes and outcomes * effective communication in the required responses | **B** |
| * explanations of concepts and skills * examination of information * application of knowledge to make decisions | * evaluation of the effectiveness of plans, processes and outcomes * communication in the required responses | **C** |
| * partial explanations of concepts or skills * partial examination of information * partial application of knowledge to make decisions | * partial evaluation of the effectiveness of plans, processes or outcomes * partial communication in the required responses | **D** |
| * identification of concepts or skills * identification of information * identification of an option. | * identification of processes or outcomes * communication of a response. | **E** |

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