State Review Panel Reports
2010

February 2011
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Foreword

The Queensland system of externally moderated school-based assessment is a highly regarded model for quality assuring educational standards in senior schooling. The system is based on confidence and trust in the professional judgments of teachers about the quality of student work.

State and district review panels provide an important safeguard in the system. In 2010, review panels again performed crucial tasks central to its operation. In this cooperative relationship state review panels:

- consider work programs recommended for approval by district review panels and either approve those work programs or provide further advice to schools through district review panels
- provide advice to district review panels and the QSA about comparability of judgments about student achievement across QSA districts in Queensland
- manage the negotiation and resolution of schools’ proposed levels of achievement in verification submissions when agreement is not reached at a district level at verification; and, conduct all subsequent consultations for those submissions at exit.

This document is a collation of reports of the moderation process for senior secondary Authority subjects in general implementation in 2010. Each state review panel chair prepares a report in consultation with an officer of the Queensland Studies Authority.

I am confident that this document will help schools implement procedures that are consistent with the processes of externally moderated school-based assessment in Queensland senior secondary schooling.

Peter Luxton
Acting Director
Aboriginal and Torres Strait Islander Studies — B31

Syllabus

The Aboriginal and Torres Strait Islander Studies (2001) syllabus is in its final year of implementation. From 2011, all schools offering this subject in Years 11 and 12 will use the Aboriginal and Torres Strait Islander Studies (2009) syllabus.

Aboriginal and Torres Strait Islander Studies (2001) has a state only panel. This panel moderates Aboriginal and Torres Strait Islander Studies (2001), Futures (pre-pilot 1998) and Political Studies (pre-pilot 1994). Syllabuses and support materials for these subjects are available from the QSA website at <www.qsa.qld.edu.au>.

Feedback from monitoring and verification

All schools offering Aboriginal and Torres Strait Islander Studies (2001), Futures (1998) and Political Studies (1994) in Queensland have approved work programs.

In 2010 monitoring provided advice to schools on the first year of implementation of the Aboriginal and Torres Strait Islander Studies (2009) syllabus. Panel provided advice on course implementation, effectiveness of assessment, and decisions about interim levels of achievement. This will help schools prepare for verification in 2011.

Verification provided advice to schools about Year 12 student achievement relative to the syllabus standards descriptors of the 2001 syllabus. Feedback indicated that most schools are effectively implementing each of the syllabuses.

Course coverage

Section 10, p. 57 of the syllabus outlines the mandatory aspects of the course. These include the:

- assessable general objectives
- chosen areas of study
- Year 12 local area study.

Effective course coverage provides evidence of meeting these mandatory aspects. This is highlighted through the balance in study of Aboriginal identities and perspectives and Torres Strait Islander identities and perspectives. The most effective courses showed evidence of students’ maintaining and documenting protocols for working with the Indigenous community as outlined in Section 6.4 of the syllabus, pp. 25 and 26. These sample folios also demonstrated use of accepted and preferred terminology as described in Section 3.3.1 and Section 15 of the syllabus.

Quality of assessment

Effective assessment instruments provide students with opportunities to demonstrate the full range of syllabus standards. In particular this is provided through extended
written responses and multimodal presentations. These techniques allow students to demonstrate management of the research process, particularly observing cultural protocols and recording information through bibliographies and in-text referencing of sources. These techniques also provide an opportunity to focus student attention on Criterion 3: Processing.

Subject support

Support materials for Aboriginal and Torres Strait Islander Studies (2009) syllabus are available from the QSA website at <www.qsa.qld.edu.au/8848.html>. These include:

- **Aboriginal and Torres Strait Islander Studies Handbook 2010.**
- **Designing effective assessment instruments.** This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.
- **Quality assuring senior assessment instruments: A tool for schools.** This is a useful tool to evaluate and refine an assessment instrument after it has been constructed.
- Work programs.
- Highlighted standards associated with exit criteria.
- Promotional materials.

Additional support materials for Aboriginal and Torres Strait Islander Studies (2009) can be found under Indigenous Perspectives at <www.qsa.qld.edu.au/577.html>.


To receive regular updates on support materials, teachers can subscribe to the QSA News RSS (Really Simple Syndication) feed at <www.qsa.qld.edu.au/index.html>.

QSA memos also provide educators with important information. These can be received through the memo subscriptions service at <www.qsa.qld.edu.au/qsa_secure/memos.act>.

For information about professional development and events go to <www.qsa.qld.edu.au/events.html>. Year 2 panel training is scheduled for Semester 2, 2011.

For more information on the Aboriginal and Torres Strait Islander Studies (2009) syllabus contact <seo@qsa.qld.edu.au>.

Tonia Chalk            Jackie Dunk
State Review Panel Chair    Senior Education Officer
Accounting — B12

Syllabus

The Accounting (2003) syllabus is in its seventh year of implementation. In 2011, Year 12 students will be the final cohort to study the 2003 syllabus.

The Accounting (2010) syllabus will be implemented for the first time with Year 11 in 2011. The syllabus and support materials are available from the QSA website at <www.qsa.qld.edu.au/11034.html>.

Feedback from districts

As all work programs written to the current syllabus have been approved, minimal amendments were received during the year. Across districts, schools have begun to lodge their work programs based on the 2010 syllabus. The final date for submission of new work programs is the end of Term 1, 2011.

District review panels identified issues relating to:

- the application of the QSA policies and protocols, in particular, late- and non-submission of student responses to assessment instruments and Atypical sample folios — these can be located in the A–Z of Senior Moderation available at <www.qsa.qld.edu.au/1426.html>
- providing students with sufficient opportunities to demonstrate the interpretation and evaluation aspects of the Knowledge, interpretation and evaluation criterion
- syllabus amendments regarding changes to the names of financial statements and deletion of discounts — these amendments are outlined at <www.qsa.qld.edu.au/memos/07/002-07.pdf>.

Statewide comparability

The state panel found evidence to support district panel decisions of the match of the qualities of student work to the syllabus standards in most of the sample folios. Information gathered at comparability will be used to inform the 2011 quality assurance procedures and processes.

Course coverage

Most schools are successfully implementing the requirements of the 2003 syllabus. The most effective assessment packages are those that provide students with opportunities to demonstrate:

- all of the dimensions of the general objectives a number of times using a range of assessment techniques and a range of conditions
- adequate coverage of an area of study, e.g. Managerial decision making.
Quality of assessment

On most occasions the samples reviewed provided sufficient scope for students to demonstrate a range of standards across the general objectives. In particular, instruments assessing Routine practical procedures provided opportunities for students to demonstrate the general objectives effectively.

Requirements for verification folios (syllabus Section 9.6) outline the inclusion of at least one unseen written response of an extended nature from Year 12. This instrument must be supervised and include an unseen question and unseen stimulus.

Criteria sheets are being used across most districts as per verification folio requirements (syllabus Section 9.6). Criteria sheets provide evidence of how students meet standards associated with the exit criteria and directly align to the syllabus standards descriptors.

Effective assessment instruments clearly articulate the task requirements relating to communication in extended responses, e.g. genre, use of referencing techniques (syllabus Section 4.1). Solutions and marking schemes need to clearly show teachers’ expectations and the alignment to the relevant syllabus standards descriptors.

Subject support

Support materials for the Accounting 2003 senior syllabus are available from the subject page on the QSA website. These include:

- *Designing effective assessment instruments*. This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.

- *Quality assuring senior assessment instruments: A tool for schools*. This is a useful tool to evaluate and refine an assessment instrument after it has been constructed.

Additional support materials for the Accounting 2010 senior syllabus are also available from the QSA website. These include:

- work program requirements
- work program review checklist
- sample work programs
- subject-specific advice relating to subject matter — Depth of understandings and Design considerations — applied practical processes.

To receive regular updates on support materials, teachers can subscribe to the QSA News RSS (Really Simple Syndication) feed at <www.qsa.qld.edu.au/index.html>.

QSA memos also provide important information. These can be received through the memo subscriptions service at <www.qsa.qld.edu.au/qsa_secure/memos.act>.

Wayne Butlin  Robyn Bergmansons
State Review Panel Chair (Acting)  Senior Education Officer
Agricultural Science — A21

Syllabus

The 2007 Agricultural Science syllabus is in its third year of implementation. The syllabus and support materials are available from the QSA website <www.qsa.qld.edu.au/1944.html>.

Feedback from districts

All schools currently offering the 2007 Agricultural Science syllabus have approved work programs.

At monitoring and verification, panels provided professional advice to schools about the implementation of the course and the standards of assessment.

Statewide comparability

Comparability is the process by which state review panels collect information about the extent to which judgments about levels of achievement are comparable across the state. The state panel found evidence to support district panel decisions of the match of the qualities of student work to the syllabus standards in most of the sample folios. Information gathered at comparability will be used to inform the 2011 quality assurance procedures and processes.

Course coverage

The evidence provided by district panels indicates that schools are implementing courses of study that satisfy syllabus mandatory requirements. These include:

- the general objectives: Knowledge, Problem solving, and Communication
- the five areas of study units: Agribusiness, Natural resources management, Plant science, Animal science, and Sustainable production systems.

Quality of assessment

While the state review panel found that most assessment instruments provided the opportunity for students to demonstrate their ability across all three exit criteria, an increasing disparity in the quality of assessment instruments was observed. Effective assessment gives the opportunities for students to demonstrate the range of syllabus standards. Assessment instruments are to provide opportunities to demonstrate the assessable general objectives (syllabus, pp. 3–4).

Schools are continuing to develop extended agricultural investigations (EAs) that give students the opportunity to demonstrate the range of standards in at least two general objectives. While in many instances instrument-specific criteria sheets have been developed which clearly align with the syllabus standards, some criteria sheets include criteria or other language from the previous syllabus, not the current one.
The Communication general objective can be effectively assessed using the extended written technique. This provides students with opportunities to demonstrate the relevant standards. The syllabus states on page 4 that for Communication, students should be able to:

- access relevant information and use suitable referencing conventions
- present information
- use suitable terminology
- use correct language conventions.

Instruments that provide opportunities for students to “apply knowledge in familiar situations” assess the Knowledge general objective rather than the Problem solving general objective (syllabus, p. 3)

The Problem solving dimension includes:

- planning and organising
- interpreting and analysing in complex problems and issues
- evaluation and synthesising.

Subject support

Support materials for the Agricultural science senior syllabus 2007 are available from the QSA website at <www.qsa.qld.edu.au/1944.html>. These include:

- Designing effective assessment instruments. This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.
- Quality assuring senior assessment instruments: A tool for schools. This is a useful tool to evaluate and refine an assessment instrument after it has been constructed.
- Developing instrument-specific criteria sheets. This is an approach to developing instrument-specific criteria sheets.

To receive regular updates on support materials, teachers can subscribe to the QSA News RSS (Really Simple Syndication) feed at <www.qsa.qld.edu.au/index.html>.

QSA memos also provide important information. These can be received through the memo subscriptions service at <www.qsa.qld.edu.au/qsa_secure/memos.act>.

For information about future workshops for Agricultural science refer to the QSA website <www.qsa.qld.edu.au/3323.html>.

Adam Burke                  Colleen Palmer
State Review Panel Chair    Senior Education Officer
Ancient History– B38

Syllabus

2010 was the sixth year of implementation of the 2004 syllabus. The syllabus and support materials are available from the QSA website at <www.qsa.qld.edu.au/2047.html>.

Feedback from districts

All schools presently offering Ancient History in Queensland have approved work programs. A small number of schools are in the process of negotiating amendments for 2011 cohorts. Feedback to schools after monitoring highlighted the importance of effective assessment design and will be considered in the development of assessment workshops and support materials.

Statewide comparability

Comparability is the process by which state review panels collect information about the extent to which judgments about levels of achievement are comparable across the state. Information gathered at comparability will be used to inform the 2011 quality assurance procedures and processes. The state panel found evidence to support district panels’ decisions of the match of the qualities of student work in sample folios to the syllabus standards.

Course coverage

Schools continue to offer diverse and engaging programs of work in Ancient History. Effective courses of study demonstrate strong engagement with the themes chosen by the school. The themes act to direct and focus the inquiry topics, and the purpose statements in the syllabus (pp. 27–47) are a useful starting point when developing inquiries.

The focus of learning experiences in Ancient History is student inquiry. The aspects of inquiry are a mandatory part of the syllabus and are used to structure all student inquiries whether they are teacher guided or independent investigations. They are referred to in Section 6, Learning Experiences (p. 18); Section 7, Themes and Inquiry Topics (p. 25); and Section 8, Assessment (pp. 62–65).

Quality of assessment

The quality of assessment instruments viewed by the state review panel continues to improve, with tasks providing opportunities for students to demonstrate achievement in the general objectives across the range of standards. A growing understanding across the state of the differing requirements and conditions of each of the four categories of assessment was evident.
**Category 1: Extended written response to historical evidence**

Category 1 instruments provide opportunities for demonstrating the full range of syllabus standards when the question allows a point of contention and the sources are carefully selected to offer a range of perspectives.

The assessment instrument should make clear which sources are seen and which are unseen. Very short written sources may limit students’ opportunities to demonstrate their skills of selecting evidence from the available sources. Contextualising information provided for sources should be only enough to allow students to make their own decisions about the worth of sources.

**Categories 2 and 3: Research tasks**

The state review panel noted the very wide variety of approaches that were effective in demonstrating the research process for Criterion 1. Judgments about standards for Criterion 1 are based on the quality of these records of research and not the quantity. Heavily scaffolded and prescriptive responses to research tended to limit students’ opportunities to demonstrate their skills in planning and using a historical research process at A standard. The syllabus states that by Year 12 consultation and feedback “should be provided judiciously gradually diminishing with student experience and confidence” (pp. 55–56).

Samples at comparability that demonstrated the “interrelationships of the aspects of inquiry” (A standard) showed recognition that the different facets of an inquiry are closely related. For example, close analysis of a source’s credibility will usually reveal important elements of motivation and perspective. The use of a source to contrast with another will explore issues of historical argument.

Critical reflection during research at A and B standard was evidenced when students clearly understood the purpose and function of these reflections as part of an ongoing shaping of their response to an inquiry question or investigation topic.

**Category 4: Additional test formats**

High-quality category 4 assessment instruments focus student attention on the sub-criteria of Criterion 2. For example, in response to stimulus items, questions which require students to identify implicit values or motives, to consider issues of representativeness, or to explore likely accuracy or reliability of sources allow for clear demonstration of aspects of Criterion 2 at A and B standards.

Where an unseen essay is chosen as a Category 4 assessment instrument it is important that students make reference to sources that have been studied in class in order to demonstrate aspects of Criterion 2. The syllabus specifies that no additional materials (such as sources) or notes are permitted in a Category 4 essay (p. 57).

**Subject support**

Support materials for the Ancient History senior syllabus 2004 are available from the subject page of the QSA website at <www.qsa.qld.edu.au/2047.html>. These include:

- *Designing effective assessment instruments* — This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.
- Quality assuring senior assessment instruments: A tool for schools — this is a useful tool to evaluate and refine an assessment instrument
- Subject-specific advice — a range of documents providing advice on the key features of each category of assessment and using the criteria and standards
- Sample assessment instruments
- Sample instruments with annotated student responses.

To receive regular updates on support materials, teachers can subscribe to the QSA News RSS (Really Simple Syndication) feed at <www.qsa.qld.edu.au/index.html>.

QSA memos also provide important information. These can be received through the memo subscriptions service at <www.qsa.qld.edu.au/qsa_secure/memos.act>.

For information about future workshops for Ancient History refer to the QSA website at <www.qsa.qld.edu.au/3323.html>.

Sue Burvill-Shaw  Lyn Sherington
State Review Panel Chair  Senior Education Officer
Biology — A06

Syllabus

The 2004 Biology syllabus is in its sixth year of implementation. The syllabus and support materials are available from the QSA website <www.qsa.qld.edu.au/1946.html>. All references in this report relate to the 2004 Biology syllabus (amended 2006).

Feedback from districts

A small number of work programs have been approved from schools offering Biology for the first time. Some schools have amended their programs to change topic sequence and/or instrument characteristics. Amendments need to be submitted on the WPOnline database and accompanied by a cover sheet which clearly outlines the nature of the changes being proposed.

Monitoring provided schools with advice on syllabus implementation and assessment standards. This advice provides valuable feedback on assessment programs.

Agreement was reached on level-of-achievement decisions at the district level for most verification submissions.

Statewide comparability

Comparability is the process by which state review panels collect information about the extent to which judgments about levels of achievement are comparable across the state. The state panel found evidence to support district panel decisions of the match of the qualities of student work to the syllabus standards in most of the sample folios. Information gathered at comparability will be used to inform the 2011 quality assurance procedures and processes.

Course coverage

Sample folios at comparability indicated that the mandatory aspects in the syllabus had been addressed. These aspects include the assessable general objectives of Understanding biology (UB), Investigating biology (IB) and Evaluating biological issues (EBI), as well as the six key concepts. The syllabus requires evidence of field work in verification folios, including “an analysis of field work primary data”.

Quality of assessment

Effective assessment instruments provide students with the opportunity to demonstrate achievement in the general objectives across the range of standards. Instruments that direct students to link, evaluate, and justify provide these opportunities. Students need to be presented with some instruments that are “complex and challenging”. Extended experimental investigation (EEI) instruments allow excellent opportunities for students to link their investigation to the appropriate theory.
The syllabus requires that instruments assessing EBI contain a clear “biological issue” and need to be structured so that students know what is expected of them when responding. An effective way to do this is to:

- ensure the issues are embedded in the learning experiences for the unit, not tacked on to the task at the end of the unit
- teach and practise skills such as “making and justifying decisions” with students before their use in instruments
- clearly define the biological issue to result in a balance of the evidence available for making level-of-achievement decisions.

For assessment of the EBI criterion to be effective in EEIs, the issues are to be incorporated into the instrument. The EBI standards descriptors in the syllabus (gathering, critically analysing and evaluating information and data) refer to the information about the issue, not the experimental data.

Instruments that use multimedia presentations should include supporting documentation to ensure there is evidence of all aspects of the standards.

Standards descriptors on criteria sheets need to align with syllabus standards descriptors and they need to be specific to the instrument. Using the syllabus exit standards as a generic criteria sheet for all instruments is not recommended. These exit criteria are an essential starting point for writing criteria sheets but not all aspects of all descriptors will be relevant to every instrument.

Subject support

In 2010, panel training focused on the finding of evidence to support school judgments and improving the quality of advice offered through the verification review process and review notes.

Support materials for the Biology senior syllabus 2004 are available from the QSA website at <www.qsa.qld.edu.au/1946.html>. These include:

- Designing effective assessment instruments. This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.
- Quality assuring senior assessment instruments: A tool for schools. This is a useful tool to evaluate and refine an assessment instrument after it has been constructed.
- Guide to assessing the EBI criterion. This identifies the requirements of the evaluating biological issues objectives and the considerations when designing tasks.
- The importance of instrument-specific criteria and standards.
- Using standards to make judgments about student responses.

To receive regular updates on support materials, teachers can subscribe to the QSA News RSS (Really Simple Syndication) feed at <www.qsa.qld.edu.au/index.html>. QSA memos also provide important information. These can be received through the memo subscriptions service at <www.qsa.qld.edu.au/qsa_secure/memos.act>.

For information about future workshops for Biology refer to the QSA website at <www.qsa.qld.edu.au/3323.html>.

Keith Prideaux    Colleen Palmer
State Review Panel Chair    Senior Education Officer
Syllabus

The Business Communication and Technologies syllabus is in its second year of implementation. Following notification to schools that embedded VET is to be removed from Authority syllabuses, the Business Communication and Technologies syllabus will undergo a review during 2011. Year 11 students in 2012 will be the final cohort to study the 2008 syllabus. Further information is available at <www.qsa.qld.edu.au/memos/10/065-10.pdf>.

Feedback from districts

All work programs have been approved for implementation and some schools are reviewing their current programs and submitting amendments for 2011.

District review panels identified issues relating to:

- providing students with opportunities to demonstrate achievement in the general objectives across the range of standards in Knowledge and understanding, and Reasoning Processes criteria
- providing students with sufficient opportunities to demonstrate all of the Knowledge and understanding objectives a number of times
- coverage of recommended subject matter within the topics of study
- meeting verification requirements (syllabus Section 7.6)
- the application of the Atypical sample folios protocol (A–Z of Senior Moderation) when preparing verification folio submissions, which is available at <www.qsa.qld.edu.au/downloads/senior/snr_qa_mod_a-z.pdf>.

Statewide comparability

The state panel found evidence to support district panel decisions of the match of the qualities of student work to the syllabus standards in most of the sample folios. Information gathered at comparability will be used to inform the 2011 quality assurance procedures and processes.

Course coverage

Most schools are successfully implementing the requirements of the 2008 syllabus. The most effective assessment packages are those that provide students with opportunities to demonstrate:

- all of the dimensions of the general objectives a number of times using a range of assessment techniques and a range of conditions
- adequate coverage of the topics of study.
Quality of assessment

On most occasions the samples reviewed provided sufficient scope for students to demonstrate a range of standards across the general objectives.

As the required number of assessment instruments for verification folios has been reduced in the 2008 syllabus, it is critical over the summative course of study that students are provided with opportunities to demonstrate all of the general objectives from the Knowledge and understanding, and Reasoning processes dimensions.

Task-specific criteria sheets are being developed and used effectively to make judgments. Criteria sheets provide evidence of how students meet standards associated with the exit criteria and directly align to the syllabus standard descriptors.

Effective assessment instruments:

- clearly articulate a student's individual contribution to the group task (syllabus Section 7.5)
- clearly identify the audience and/or purpose in Reasoning processes instruments to demonstrate the communication aspect of the general objectives
- allow students to write paragraph responses when using Category 1: Short written response technique to demonstrate the understanding aspect of the Knowledge and understanding general objectives
- clearly articulate the requirements for in-text referencing, bibliography and/or reference list (syllabus Section 7.5.2) when using Category 2: Extended written response (Research) technique
- are accompanied, where applicable, by documentary evidence such as a teacher observation checklist (syllabus Section 7.5.4) when using Category 4: Practical tasks technique, e.g. Topic 8 Computer operations — Electronic presentations.

Subject support

Support materials for the Business Communication and Technologies senior syllabus 2008 are available from the QSA website at <www.qsa.qld.edu.au/5699.html> including:

- Designing effective assessment instruments. This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.
- Quality assuring senior assessment instruments: A tool for schools. This is a useful tool to evaluate and refine an assessment instrument after it has been constructed.
- Sample assessment instruments for a variety of assessment techniques including multimodal presentation, integrated project and extended written response.

To receive regular updates on support materials, teachers can subscribe to the QSA News RSS (Really Simple Syndication) feed at <www.qsa.qld.edu.au/index.html>.

QSA memos also provide important information. These can be received through the memo subscriptions service at <www.qsa.qld.edu.au/qsa_secure/memos.act>.

Leigh Schuch  Robyn Bermansons
State Review Panel Chair  Senior Education Officer
Business Organisation and Management — B25

Syllabus

The Business Organisation and Management syllabus is in its third year of implementation. The syllabus and support materials are available from the QSA website at <www.qsa.qld.edu.au/1526.html>.

Feedback from districts

During 2010 a number of schools lodged amendments to their work programs, all of which have been approved.

Across the state, the awarding of levels of achievement was consistent. A wide range of quality evidence of the Knowledge and understanding criterion was presented and assessment instruments for the most part covered the unit objectives well. Student responses awarded an A standard for the Reflective process criterion did not always provide “highly appropriate strategies for action” and “fluent and precise responses” (syllabus Section 7.7).

The Requirements for verification (syllabus Section 7.5) outline the specific inclusions required in sample folios for Business Organisation and Management. Familiarity with the Atypical sample folios protocol and preparing a verification submission, both of which are available from the QSA website <http://www.qsa.qld.edu.au/1426.html>, is recommended.

The application of Action skills was not always clearly evidenced in sample folios, particularly in the Business plan. As outlined in the syllabus (Section 7.3.5) evidence may include reflective learning logs, critical incident reports, teacher observation sheets and journal entries.

Statewide comparability

The state panel found evidence to support district panel decisions of the match of the qualities of student work in sample folios to the syllabus standards. Information gathered at comparability will be used to inform the 2011 quality assurance procedures and processes.

Course coverage

Judgment of student achievement at exit from a two-year course of study must be derived from information gathered about student achievement in those aspects stated in the syllabus as being mandatory, namely the general objectives of Knowledge and understanding, Reflection processes, and Action skills, and the understandings listed in each unit (syllabus Section 7.1).
The Business plan continues to be a unique assessment instrument for this subject, provides a real-life experience and also demonstrates the need to plan effectively before undertaking a business venture.

**Quality of assessment**

On most occasions the samples reviewed provided sufficient scope for students to demonstrate a range of standards across the general objectives.

Task-specific criteria sheets are being used across most districts as per syllabus requirements. Criteria sheets provide evidence of how students meet standards associated with the exit criteria and directly align to the syllabus standards descriptors.

“Students’ achievements are matched to the standards of exit criteria, which are derived from the general objectives of the course” (syllabus Section 7). The standards descriptors (syllabus Section 7.7) are the only standards to be used to make judgments about student responses.

The most effective instruments are those that clearly articulate the task requirements by including the criteria and the applicable subsets as stated on pages 24–27 of the syllabus and therefore directly align with the criteria being assessed and the general objectives (syllabus Section 3).

If the report genre to assess the Reflection processes criterion is being used, task requirements should outline the expectation that evaluation of intentions should be evident throughout the report, with an emphasis on recommendations that allows for the development of highly appropriate strategies for action.

**Subject support**

Support materials for the Business Organisation and Management senior syllabus are available from the subject page on the QSA website. These include:

- *Designing effective assessment instruments*. This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.

- *Quality assuring senior assessment instruments: A tool for schools*. This is a useful tool to evaluate and refine an assessment instrument after it has been constructed.

To receive regular updates on support materials, teachers can subscribe to the QSA News RSS (Really Simple Syndication) feed at <www.qsa.qld.edu.au/index.html>.

QSA memos also provide important information. These can be received through the memo subscriptions service at <www.qsa.qld.edu.au/qsa_secure/memos.act>.

Brad Greene    Robyn Bergmansons
State Review Panel Chair    Senior Education Officer
Chemistry — A44

Syllabus

The 2007 Chemistry syllabus is in its third year of implementation. The syllabus and support materials are available from the QSA website at <www.qsa.qld.edu.au>.

Feedback from districts

At this stage of the syllabus implementation, all schools have had their work programs approved.

There were several common issues noted at monitoring and verification related to:

- insufficient opportunities for students to demonstrate the higher-order attributes of the general objectives in the three areas of Knowledge and conceptual understanding (KCU), Investigative processes (IP) and Evaluating and concluding (EC) across the assessment packages
- extended experimental investigations (EEIs) not providing opportunities for students to formulate justified significant questions and/or hypotheses, link primary data to theory and to secondary data, and analyse and evaluate interrelationships
- instrument-specific criteria sheets not being drawn from the syllabus exit standards and aligning with tasks
- aligning stimulus and items to allow for the demonstration of the relevant standards; for example, using a graph as a stimulus may allow for analysis but not "systematic analysis of primary and secondary data."

Statewide comparability

Comparability is the process by which state review panels collect information about the extent to which judgments about levels of achievement are comparable across the state. The state panel found evidence to support district panel decisions of the match of the qualities of student work to the syllabus standards in most of the sample folios. Information gathered at comparability will be used to inform the 2011 quality assurance processes.

Course coverage

Most schools demonstrated coverage of the mandatory aspects of the syllabus in terms of the key concepts, task categories and subject matter. The QSA documentation on late- and non-submission of responses should be considered when using standards to make judgments.

Quality of assessment

All assessment tasks should provide sufficient opportunity to demonstrate the full range of aspects of the general objectives being assessed, in particular IP and EC.
Assessment task requirements need to match the criteria sheet as well as the syllabus exit standards.

Supervised assessments in some cases do not have items that provide students with the opportunity to reproduce and interpret, compare and explain and/or link and apply algorithms, concepts, theories and principles, in complex and challenging situations. Some items may cover more than one syllabus dimension; others may attempt to cover too many. Students should have the opportunity to demonstrate a range of responses for each general objective.

EEIs should allow students to:
- develop justified significant hypotheses
- refine their original design
- analyse both primary and secondary data
- link and apply algorithms, concepts, principles, theories and schema to find solutions to complex and challenging situations
- explore scenarios and possible outcomes, justify conclusions or recommendations
- demonstrate links between the experimental data or outcomes to Chemistry concepts or understanding to justify trends and/or determine conclusions
- provide evidence of links between data and researched information, data collected and analysis in the discussion.

Extended response tasks (ERTs) should provide opportunities for students to:
- respond to a clearly defined issue, question or circumstance
- meet the syllabus exit standards in relation to exploring, interpreting, analysing and evaluating Chemistry concepts
- demonstrate their own personal understanding of Chemistry ideas/concepts related to the task.

The syllabus provides information about the assessment categories and their relationship to evidence of student achievement in sections 7.4.1 to 7.4.3 as well as Section 7.7. It states: “...the standard awarded should be informed by how the qualities of work match the exit descriptors overall ... the exit standards are applied to the summative body of work selected for exit”. That is, not one individual item or task can adequately demonstrate the standards. “A verification folio is a collection of work ...the variety of assessment instruments is necessary to provide a range of opportunities from which students may demonstrate achievement” (over the range of topics and tasks).

Subject support

Chemistry panel training will be conducted in Semester 1 in 2011 in all districts. Workshops will be held in all districts in Semester 2 in 2011. The emphasis will be on designing, evaluating and refining effective assessment.

Support materials for Chemistry are available from the QSA website at: <www.qsa.qld.edu.au/1952.html>. These include:
- Designing effective assessment instruments. This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.
Quality assuring senior assessment instruments: A tool for schools. After you have constructed an assessment instrument, other people should review or evaluate it before it is implemented with students. This tool can be used to evaluate and refine the assessment instrument.

- Sample assessment instruments.
- Sample instruments and responses.

Trevor Jones    Susan Scheiwe
State Review Panel Chair    Senior Education Officer
Chinese — B23

Syllabus

The 2008 syllabus is in its second year of implementation. The syllabus and support materials are available from the QSA website at <www.qsa.qld.edu.au/4840.html>.

Feedback from districts

At monitoring, panels gave advice to schools about the effectiveness of assessment, the matching of standards to student work, and the level-of-achievement decisions for the samples. At verification, panels gave schools advice on their judgments about standards and their decisions about levels of achievement.

Schools appropriately matched student work to standards when, on balance, the judgments made matched the qualities of the student work to the syllabus standards.

Statewide comparability

Comparability is the process by which state review panels collect information about the extent to which judgments about levels of achievement are comparable across the state. The state panel found evidence to support district panel decisions of the match of the qualities of student work in sample folios to the syllabus standards.

Course coverage

Course coverage was demonstrated through assessment that provided students with the opportunities to cover a range of topics and text types and allowed for the coverage of the general objectives across the four macroskills.

Quality of assessment

Assessment instruments provided opportunities for students to demonstrate the standards across all levels of achievement. Effective listening and reading assessment instruments allow for the demonstration of reasoning skills that are substantiated by the use of information from the text. When evaluating information and ideas, justification must be based on information found in the text and be relevant to the conclusions and judgments. Opportunities are provided to demonstrate aspects of the reasoning and responding dimension when questions require students to analyse, evaluate, draw conclusions and make decisions as well as demonstrate knowledge and understanding of language features. Questions that give information about the text or provide answers to other questions may limit the opportunities for students to demonstrate all aspects of the standards.

All items in the summative assessment package contribute to the judgments at verification and exit as they will provide evidence across a range of topics and text types. (Refer to the syllabus regarding fullest and latest where latest refers to the summative assessment package rather than the last task in Year 12.)
Making an on-balance judgment requires that student work is matched, on balance, to the standards descriptors; the standard awarded should be informed by how the qualities of the student work match the descriptors overall. Refer to Section 8.5 of the syllabus.

Instrument-specific criteria sheets drawn from the 2008 syllabus need to be used with all assessment instruments. Standards descriptors that are not being demonstrated in particular assessment instruments should be removed from the criteria sheet.

Subject support

Support materials for the Chinese senior syllabus 2008 are available from the QSA website at <www.qsa.qld.edu.au/4840.html>. These include:

- work program requirements
- work program review checklist
- highlighted standards
- sample assessment instruments and sample student responses
- Assessment design principles and practices — Languages.

Additional support materials are available on this page and include:

- Designing effective assessment instruments. This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.

- Quality assuring senior assessment instruments: A tool for schools. This is a useful tool to evaluate and refine an assessment instrument after it has been constructed.

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QSA memos also provide important information. These can be received through the memo subscriptions service at <www.qsa.qld.edu.au/qsa_secure/memos.act>.


Winnie Edwards-Davis  Shauna Bouel
State Review Panel Chair  Senior Education Officer
Dance — B19

Syllabus

The 2004 Senior Dance syllabus is in its sixth year of implementation. The revised 2010 Senior Dance syllabus will enter general implementation with Year 11 from 2011.

Feedback from districts

There was a high level of consistency of teacher judgments evident in district review submissions at monitoring and verification.

Statewide comparability

Comparability is the process by which state review panels collect information about the extent to which judgments about levels of achievement are comparable across the state. The state panel found evidence to support district panel decisions of the match of the qualities of student work in sample folios to the syllabus standards.

Course coverage

Most schools are successfully implementing the requirements of the 2004 syllabus. The most effective assessment packages are those that provide students with opportunities to demonstrate the general objectives, a broad range of the dance skills and components, and to demonstrate achievement across the full range of standards descriptors.

Quality of assessment

Appreciation tasks that explicitly require students to “analyse, interpret, and evaluate” elicit more effective responses than those requiring students to “discuss” or “comment on”. The use of dance-specific terminology and a clear statement of the task provide students with a framework within which to respond most effectively.

Instrument-specific criteria and standards are derived from the exit criteria and describe standards congruent with the exit standards. The exit standards are effectively and authentically adapted by the inclusion of a context and genre/style relevant to the task.

Quality assessment instruments include a clear and succinct description of the task, with focused and easily understood directions for students.

Choreography

The syllabus (p. 22) outlines guidelines for choreography tasks.

The documentation for choreographic intent may enhance students’ choreographic process and product by clearly reflecting their choreographic work, and shaping its...
development. This may be most effective when formed at the beginning of students’ choreographic process.

The intention of the choreographic statement in assessment is that it provides a lens through which to view the dance. The emphasis in assessment of choreography remains on the student’s ability to create danceworks in a variety of styles and contexts by employing dance components and skills to communicate their stated choreographic intents.

**Performance**

The syllabus (p. 42) provides specific requirements for performance tasks.

Effective performance assessment instruments include a brief statement outlining the choreographic intent. This statement helps students understand the technical and expressive aspects of the task, and clearly outlines the task requirements, parameters or intent for the purposes of reviewing.

While there is no requirement for students to meet a prescribed minimum standard of technique in Performance, the selection of danceworks should allow students to demonstrate the criterion, and be within their technique. For example, very simple danceworks may not allow students to demonstrate the range of dance components and skills or portray stylistic or expressive aspects, whereas highly complex danceworks could be beyond the student’s technique.

**Appreciation**

The syllabus (p. 26) provides information about planning an appreciation task.

Quality appreciation tasks are selective in the length (or even complexity) of the dancework stimulus, and are designed to allow students to demonstrate depth of analysis, interpretation and evaluation. The task description indicates certain dance components as the focus (e.g. the use of motifs and form).

Appreciation tasks that focused on one succinct question demonstrated greater depth in student response. These allowed students to demonstrate higher-order thinking skills such as evaluation.

When approaching danceworks with challenging or controversial themes, it is important to ensure that students engage with the analytical and evaluative activity, to ensure the topics are dealt with in a sensitive, respectful and appropriate way.

**Subject support**


- **Designing effective assessment instruments.** This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.
- **Quality assuring senior assessment instruments: A tool for schools.** This is a useful tool to evaluate and refine an assessment instrument after it has been constructed.
Sample assessment instruments for a variety of assessment techniques including Multimodal presentation, Integrated project and Extended written response.

To receive regular updates on support materials, teachers can subscribe to the QSA News RSS (Really Simple Syndication) feed at <www.qsa.qld.edu.au/index.html>.

QSA memos also provide important information. These can be received through the memo subscriptions service at <www.qsa.qld.edu.au/qsa_secure/memos.act>.

Angela Pratt  Andrew Reid
State Review Panel Chair  Senior Education Officer
Drama — B22

Syllabus

The 2008 syllabus is in its second year of implementation. The syllabus and support materials are available from the QSA website at <www.qsa.qld.edu.au/1239.html>.

Feedback from districts

At monitoring, panels gave advice to schools about the effectiveness of assessment, the matching of standards to student work and the level-of-achievement decisions for the samples. At verification, panels gave schools advice on their judgments about standards and their decisions about levels of achievement.

Statewide comparability

Comparability is the process by which state review panels collect information about the extent to which judgments about levels of achievement are comparable across the state. The state panel found evidence to support district panel decisions of the match of the qualities of student work to the syllabus standards in most of the sample folios. Information gathered at comparability will be used to inform the 2011 quality assurance procedures and processes.

Course coverage

Course coverage was demonstrated through assessment instruments that used a range of complex texts and contexts across a range of dramatic languages and perspectives. Schools are mostly completing assessment in heritage styles. The syllabus requires both contemporary and heritage dramatic perspectives to be integrated into a course of study. While a range of dramatic languages are adequately covered, further emphasis is needed on a range of skills of performance, including voice.

Dramatic languages and perspectives have been explored in a range of tasks. In some cases, however, a limited number of the elements of drama are addressed rather than the aspects of the dramatic languages and perspectives which are necessary to allow the opportunity for students to achieve across the full range of standards. Refer to syllabus Section 4 on course organisation.

Dramatic styles have related dramatic conventions. When there are tenuous links between the style used as a basis for assessment and the dramatic conventions in the stimulus material, students will have limited opportunity to demonstrate standards. Material that may provide suitable learning experiences may not be of sufficient complexity for use as stimulus for assessment such as responding. Certain texts or styles, for example commedia dell’arte, may need to be used in a way that will provide opportunities across all standards such as using an applied theatre approach.
Quality of assessment

**Forming**

Effective design tasks had probing questions to ensure rationales were complex and students were required to indicate decisions being made. The structure provided on these tasks allowed students to justify and explain the choices made thereby providing evidence of the match to the standards.

Practical directing tasks need to be accompanied by a script with relevant annotations. These annotations need to support school judgments. Relevant annotations will refer to decisions made about managing, structuring, creating, shaping and interpreting dramatic action and meaning using an understanding of the dramatic languages and perspectives. Relevant annotations require more than indicating where an actor moves on stage or how they use their voice.

**Presenting**

Presenting assessment instruments should require planned, rehearsed and polished performance. DVD evidence showing students breaking character and using scripts would indicate the response is not a match to the C standard that requires planned and rehearsed skills of performance. Scripts chosen need to provide sufficient challenge and match the conditions for time on p. 31 of the syllabus, which are a guideline to ensure that when students present they are able to match to the standards.

When presenting is based on a student-devised script, it is important to ensure that after the devising process students are given opportunities to rehearse and polish the performance. Performance responses based on student-devised scripts and physical theatre require criteria sheets to be accompanied by the script with students’ parts highlighted.

**Responding**

Responding tasks need to embrace dramatic languages and allow students to analyse, synthesise and evaluate dramatic action and meaning. Tasks that are research based, rather than in response to dramatic action, may limit opportunity in these areas. Referencing of text in Drama includes the referencing of the text being viewed, that is, the performance. Refer to Section 6.6.4 of the syllabus for more information.

Responding always takes place from a position outside or after the drama which precludes tasks requiring students to manage dramatic languages, a characteristic of the forming dimension.

When choosing stimulus and structuring a task that makes reference to a specified style, the text (performance or playtext) needs to contain sufficient conventions and elements of that style.

**Documentation**

Verification folios require sufficient material to validate judgements made. The original task and criteria sheet for each response (including any comments) needs to accompany other required documentation. Refer to p. 36 of the syllabus.

Effective documentation of forming assessment responses occurred where the assessment instrument clearly outlined what documentation was required and provided some structure for students. While documentation is required to support judgments for
practical tasks, the practical response and the practical shaping and creating of the action is what is to be assessed. Refer to Section 6.8 of the syllabus for clarification.

Presenting tasks require a highlighted script and DVD samples. The A and C samples on DVD need to be clearly identified, include marked criteria sheets and be of a technical standard that ensures that the presenting students are clearly seen and heard. Refer to syllabus p. 37. These requirements apply to monitoring and verification submissions.

**General**

Task sheets need to be structured to provide students with information about task requirements, documentation needed and conditions matching syllabus requirements. Task design should incorporate procedures to gather evidence on or before the due date and to authenticate student work across all objectives (see syllabus, p. 23).

Student-devised scripts need to be appropriate in content for the audience, recognise equity, be culturally sensitive and reinforce a climate of trust and cooperation (refer to syllabus pp. 15, 25 and 42, and the *A–Z of Moderation* section 2.1: Appropriate material for submissions of student work).

When making judgments about students’ work it is important to make an on-balance judgment matching the qualities of the student work to the qualities in the standards descriptors for a particular standard overall.

**Subject support**

Support materials for the Drama senior syllabus 2007 are available from the QSA website at <www.qsa.qld.edu.au/1239.html>. These include:

- highlighted standards
- sample assessment instruments and sample student responses.

Additional support materials are available on this page and include:

- *Designing effective assessment instruments*. This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.

- *Quality assuring senior assessment instruments: A tool for schools*. This is a useful tool to evaluate and refine an assessment instrument after it has been constructed.

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Debb Wall
State Review Panel Chair

Shauna Bouel
Senior Education Officer
Earth Science — A07

Syllabus

The Earth Science 2000 syllabus is in its tenth year of implementation. The syllabus and support materials are available from the QSA website at <www.qsa.qld.edu.au/1954.html>. All references in this report relate to the 2000 Earth science syllabus.

Feedback from panel

All schools offering Earth Science in Years 11 and 12 in 2010 have an approved work program. Amendments need to be submitted online and accompanied by a cover sheet which clearly outlines the nature of the changes being proposed.

Monitoring and verification processes indicated that schools are implementing syllabus requirements effectively, providing sufficient evidence that assessment has been implemented in accordance with the 2000 syllabus (pp. 34–37) and judgments were consistent with the exit standards (syllabus, pp. 31–33). The few problems typically related to the amount of reliable evidence — from test and non-test assessment tasks — available to support the conceptual and scientific processes required to demonstrate an A standard.

Course coverage

Sample folios indicate that the mandatory aspects of the syllabus are being implemented. These include the:

- general objectives (syllabus, pp. 5–8)
- major topics (syllabus, pp. 14–26)
- four assessment task types (syllabus, pp. 34–37).

Quality of assessment

Effective assessment instruments provide opportunities for students to demonstrate achievement in the general objectives across the range of standards. Assessment instrument design and implementation generally remains consistent with the requirements of the syllabus.

The criteria and standards descriptors need to be reflected in the criteria sheets for assessment instruments. The most effective assessment instruments match the instrument type and design with the exit standards when developing criteria sheets.

Written tests in Earth Science can be handled in a range of ways including, but not limited to, those outlined below.

- Grouping a range of simple to complex questions about various topics that all relate to a specific section of the general objectives. For example, grouping in a test all questions that assess the application of knowledge and understanding.
• Questions involving more complex concepts or processes and which require extended responses allow students to demonstrate a range of standards.

• Developing a series of interrelated questions about one significant concept or process that start with a question that allows for a range of standards to be demonstrated.

Subject support

Support materials for the Earth Science senior syllabus 2000 are available from the QSA website at <www.qsa.qld.edu.au/1954.html>. These include:

• *Designing effective assessment instruments*. This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.

• *Quality assuring senior assessment instruments: A tool for schools*. This is a useful tool to evaluate and refine an assessment instrument after it has been constructed.

To receive regular updates on support materials, teachers can subscribe to the QSA News RSS (Really Simple Syndication) feed at <www.qsa.qld.edu.au/index.html>.

QSA memos also provide important information. These can be received through the memo subscriptions service at <www.qsa.qld.edu.au/qsa_secure/memos.act>.

For information about future workshops for Earth Science refer to the QSA website at <www.qsa.qld.edu.au/3323.html>.

Chris Blundell  Colleen Palmer
State Review Panel Chair  Senior Education Officer
Economics — B29

Syllabus

The Economics senior syllabus 2004 is in its sixth year of implementation. It is to be used for the last time in 2011 with Year 12 students only.

In 2010, a revised Economics senior syllabus was approved for general implementation. This is to be used for the first time with Year 11 students in 2011.

The Economics senior syllabus 2010 and support materials are available from the QSA website at <www.qsa.qld.edu.au/11543.html>.

Feedback from districts

District panel feedback through monitoring and verification processes indicates that most schools are effectively implementing the 2004 Economics syllabus.

With general implementation of the Economics syllabus (2010) in 2011, schools are required to write work programs in accordance with the revised syllabus. Advice on submitting work programs using the WPonline database is available on the QSA website at <www.qsa.qld.edu.au/wponline/login.qsa>. Final date of submission for all work programs is Term 1, 2011.

Statewide comparability

Comparability is the process by which state review panels collect information about the extent to which judgments about levels of achievement are comparable across the state. The state panel found evidence to support district panel decisions of the match of the qualities of student work in sample folios to the syllabus standards.

Course coverage

Sample folios at comparability indicated that the mandatory aspects in the syllabus had been addressed. These aspects include the assessable general objectives of Knowledge, Interpretation, Decision making, and Research and communication, as well as the circular flow model.

Subject matter within the core topics and electives was covered sufficiently and evident within assessment instruments. In general, schools offered a flexible range of assessment instruments which used current economic issues and information as their foundation. It was also evident that the wealth of online economic information which is now available was used to develop individual, relevant and engaging learning experiences and assessment tasks.

An important method of constructing meaning in Economics is through the processes of inquiry (syllabus, p. 16) and is central to learning in this subject. As a result, providing a learning environment which encourages students to engage in inquiry processes is essential to allow students to meet syllabus standards (pp. 70–71).
Quality of assessment

Effective assessment instruments provide opportunities for students to demonstrate achievement in the general objectives across the range of standards (syllabus, pp. 70-71). Assessment techniques such as extended written responses to stimulus and written responses to inquiry allow students to draw on a diverse range of current economic data and information. However, when tasks are implemented under supervised conditions, unseen stimulus materials must be manageable within a reasonable preparation time (syllabus, p. 65).

The design of task-specific criteria sheets must always align with the criteria (pp. 64–65) and standard descriptors (pp. 70–71) of the syllabus. It should be noted that:

- Criterion 2: Interpretation, incorporates the processes of comprehension, application and analysis (syllabus, p. 6).
- Criterion 3: Decision making, refers to both synthesis and evaluation. Evaluation involves using criteria to appraise the extent to which alternative ideas, proposals or responses to economic problems are appropriate, effective or satisfying (syllabus, p.6). These criteria may be provided by teachers or developed through teacher–student negotiation.

Subject support

Support materials for the Economics senior syllabus 2004 are available from the QSA website at <www.qsa.qld.edu.au/1529.html>. These include:

- Designing effective assessment instruments. This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.
- Quality assuring senior assessment instruments: A tool for schools. This is a useful tool to evaluate and refine an assessment instrument after it has been constructed.

Additional support materials for the Economics senior syllabus 2010 are available from the QSA website at <www.qsa.qld.edu.au/11543.html>. These include:

- work program requirements
- work program review checklist
- subject-specific advice on syllabus standards — this highlights approaches to assessment design and making judgments upon the subject’s criteria.

To receive regular updates on support materials, teachers can subscribe to the QSA News RSS (Really Simple Syndication) feed at <www.qsa.qld.edu.au/index.html>.

QSA memos also provide important information. These can be received through the memo subscriptions service at <www.qsa.qld.edu.au/qsa_secure/memos.act>.

For information about future workshops for Economics refer to the QSA website at <www.qsa.qld.edu.au/3323.html>.

Karen Swift    John Langer
State Review Panel Chair    Senior Education Officer
Engineering Technology — A18

Syllabus
The Engineering Technology senior syllabus 2004 is in its sixth year of implementation. It is to be used for the last time in 2011 with Year 12 students only.

In 2010, a revised Engineering Technology senior syllabus was approved for general implementation. This is to be used for the first time with Year 11 students in 2011.

The Engineering Technology senior syllabus 2010 and support materials are available from the QSA website at <www.qsa.qld.edu.au/11673.html>.

Feedback from districts
School submissions for monitoring and verification in 2010 were generally well presented across all districts. Panellists are required to look for evidence in the sample folios to support the schools’ decisions. An organised submission assists the reviewers considerably, allowing panellists to devote time constructively to the reviewing process.

The crucial evidence that panellists look for in a submission include:

- the recall and application of a breadth and depth of materials and mechanics content demonstrated in the exams
- evidence of reasoning including hypothesising, synthesising and evaluating demonstrated in extended experimental project tasks.

Statewide comparability
Comparability is the process by which state review panels collect information about the extent to which judgments about levels of achievement are comparable across the state. The state panel found evidence to support district panel decisions of the match of the qualities of student work in sample folios to the syllabus standards.

Course coverage
The diversity of schools’ implementation of courses was observed through the moderation processes. The course content is generally well integrated into the syllabus technology contexts. Whilst Engineering Materials and Engineering Mechanics form the basis of the content delivered in most programs (as required by the syllabus, Section 6.3 p. 9), the mandatory aspects of the syllabus (Section 9.1, p. 25) include all four areas of study: Technology, Industry and Society, Engineering Materials, Engineering Mechanics and Control Systems, and their associated study topics.

The coverage of some of the general objectives associated with reasoning are best demonstrated through contextualised extended project work. These include:

- investigate and analyse engineering problems, and identify and prioritise their critical elements
- propose and validate possible solutions to engineering problems
- select suitable engineering solutions by drawing conclusions based on the evidence gathered
• evaluate proposed solutions in terms of their capacity to solve engineering problems, meet environmental and societal needs, and comply with appropriate benchmarks and standards.

Quality of assessment

Schools are developing a diverse range of assessment instruments that are embedded in and relevant to local contexts across the state. Extended reasoning tasks were of a high standard allowing students to achieve across the full range of standards and dimensions.

The syllabus requires at least one in-depth project to be completed in the summative year and included in the verification submission. This technique should offer students challenging opportunities that require an investigation and a demonstration of their ability to acquire and apply knowledge to solve a problem. Effective types of tasks in this area require students to propose solutions to real-world engineering problems, include prototyping and testing solutions built in a workshop or laboratory, and result in the analysis and evaluation of a model.

In-depth assessment projects also give students the opportunity to clearly demonstrate their achievement in the Reasoning criterion. Hypothesis, synthesis and evaluation must be given adequate emphasis and the tasks need to be suitably challenging to allow demonstration of the A and B standards.

Supervised written exams were used effectively by many schools to provide evidence of recall and application of a range and depth of materials and mechanics knowledge.

Subject support

Support materials for the Engineering Technology syllabus 2004 are available from the QSA website at <www.qsa.qld.edu.au/2149.html>. These include:

• Designing effective assessment instruments. This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.
• Quality assuring senior assessment instruments: A tool for schools. This is a useful tool to evaluate and refine an assessment instrument after it has been constructed.

Additional support materials for the Engineering Technology syllabus 2010 are available from the QSA website at <www.qsa.qld.edu.au/11673.html>. These include:

• work program requirements
• work program review checklist
• sample work programs
• sample assessment instruments.

To receive regular updates on support materials, teachers can subscribe to the QSA News RSS (Really Simple Syndication) feed at <www.qsa.qld.edu.au/index.html>.

QSA memos also provide important information. These can be received through the memo subscriptions service at <www.qsa.qld.edu.au/qsa_secure/memos.act>.

Danny Arrow    Roy Barnes
State Review Panel Chair    Senior Education Officer
Syllabus

The 2002 English syllabus is in its second last year of general implementation. In 2011, the final Year 12 cohort will exit under this syllabus.

The 2010 English syllabus will proceed to general implementation commencing with all Year 11 students in 2011.

Feedback from districts

Reports from monitoring and verification indicate effective implementation of the syllabus across the state. District review panels noted that in limiting the range of texts, schools might not provide opportunities for students to engage with the syllabus general objectives. This is explained in the course coverage section of this report. Some schools did not meet the verification requirements stated in Section 6.6 of the syllabus. Some schools included sample folios at verification which had not met minimum requirements for Sound Achievement. These folios should only be provided when samples of typical achievement are not available. Assessment instruments should provide opportunities for students to demonstrate the range of syllabus standards.

Statewide comparability

Comparability is the process by which state review panels collect information about the extent to which judgments about levels of achievement are comparable across the state. The state panel found evidence to support district panel decisions of the match of the qualities of student work to the syllabus standards in most of the sample folios. Information gathered at comparability will be used to inform the 2011 quality assurance procedures and processes.

Course coverage

Review panels commented on a range of issues around course coverage. For example, limiting text choices and assessment opportunities to a particular historical period, or social or cultural context might not provide sufficient opportunities for students to “encourage their development as language learners and users” (syllabus Section 4.4).

Section 6.6 of the syllabus (with our added italics here) states that: “Two written tasks are to be under supervised conditions. One of these is in response to an unseen question. An unseen question is defined as one that students have not previously sighted. The “unseenness” relates to the question and not the resources that may support the response. The task is to be completed in one uninterrupted session.” Completing the instrument over two or more consecutive sessions would not meet this requirement.

The mandatory expository written task must be an analytical exposition in response to literature. This instrument may be conducted under open or supervised conditions.
Once the mandated categories have been met, the remaining tasks do not necessarily have to be drawn from the mandatory categories.

For the awarding of a minimum Sound Achievement, the student’s folio must meet the descriptors in both modes, i.e. in writing and in speaking/signing. Section 6.7.4 “Minimum requirements for Sound Achievement” states:

The predominantly written responses, when taken together, must for the most part meet the minimum standard in table 7; the predominantly spoken/signed responses, when taken together, must for the most part meet the minimum standard in table 7. Higher achievement in spoken/signed responses cannot compensate for weaknesses in written responses or vice versa. Once the standard has been determined for each mode, the judgment for the folio follows.

Folios for which a clear pattern of performance has not yet been established in either writing or speaking/signing should not be included in the verification submission as threshold SA folios.

Selective updating must not involve students reworking and resubmitting previously graded assessment tasks. Opportunities may be provided for students to complete and submit additional tasks. Such tasks may provide information for making judgments if achievement on an earlier task was unrepresentative or atypical, or there was insufficient information upon which to base a judgment. (syllabus Section 6.1). In making decisions about minimum requirements for Sound Achievement, schools might provide opportunities for students to complete additional tasks before verification.

Quality of assessment

The syllabus general objectives (section 3) should be used to inform learning experiences and task design. In learning and assessment, students should be given opportunities to:

- interpret texts and construct their own texts, taking account of the way that meanings in texts are shaped by purpose, cultural context and social situation
- gain knowledge, understanding and control of how different language systems (written, spoken/signed, visual, nonverbal, auditory) work in texts and to select textual features appropriate to purpose, genre and register
- recognise that discourses available in the culture affect the representations in, and readings of, texts. [And,] identify how readers, listeners and viewers are positioned by the choices that writers, speakers and shapers make about what to include in and exclude from the text.

Genres which students are expected to produce should provide these opportunities. For example, requiring students to produce a prescriptive genre, such as a report, might not provide opportunities for students to:

- use and control texts in their contexts, by using genres and making choices of register to achieve particular purposes in particular cultural contexts and social situations
- make use of the ways that writers’ roles and their relationships with readers are influenced by power, distance and affect
- make decisions about the appropriateness and effectiveness of the staging of texts and the sequencing and organisation of subject matter, and of the use of cohesive ties to link ideas
• choose ways to represent concepts, and the relationships and identities of individuals, groups, times and places

• make choices about how to invite readers or viewers of, or listeners to, their own texts to take up positions in relation to the text or parts of the text.

Likewise, requiring students to intervene in a text while maintaining the writer’s tenor, tone and language, might limit opportunities for students to demonstrate the syllabus standards.

**Subject support**

Support materials for the English senior syllabus 2002 are available from the QSA website at <http://www.qsa.qld.edu.au/1661.html>. These include:

- *Designing effective assessment instruments*. This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.

- *Quality assuring senior assessment instruments: A tool for schools*. This is a useful tool to evaluate and refine an assessment instrument after it has been constructed.

Additional support materials for the English senior syllabus 2010 are available on the English page. These include:

• work program requirements

• work program review checklist

• student responses to assessment instruments which point to the match with the particular syllabus standards

• subject-specific advice on syllabus standards; this highlights approaches to assessment design and making judgments using the syllabus criteria.

To receive regular updates on support materials, teachers can subscribe to the QSA News RSS (Really Simple Syndication) feed at <www.qsa.qld.edu.au/index.html>.

QSA memos also provide important information. These can be received through the Memo subscriptions service at <www.qsa.qld.edu.au/qsa_secure/memos.act>.

Kerry Baumanis Jo Genders
State Review Panel Chair Senior Education Officer
English Extension — B37

Syllabus

The current English Extension (Literature) syllabus completed its seventh year of general implementation in 2010. The syllabus in English Extension (Literature) 2003 is available for schools that have implemented either the 2002 English syllabus or the 2008 open trial English syllabus and wish to offer the subject to their Year 12 students. The 2003 English Extension (Literature) syllabus was revised in 2009 and 2010. The revised syllabus (English Extension 2010) will proceed to open trial in 2011.

Schools implementing the English 2008 syllabus and intending to offer an extension subject must participate in the open trial in 2011. Schools implementing the English 2002 syllabus and intending to offer an extension subject may participate in the open trial or continue to offer English Extension (Literature) 2003 in 2011.

The open trial of the English Extension syllabus (2010) will be for one year only in 2011.

All current English and English Extension syllabuses and support materials are available from the QSA website at <www.qsa.qld.edu.au>.

Feedback from districts

2010 monitoring and verification for schools implementing the 2003 syllabus continued to demonstrate successful uptake of the syllabus across a range of sites, and provided evidence of the diversity and range of appropriate and interesting assessment instruments with sufficient challenge to allow students to demonstrate the general objectives.

Work programs for schools participating in the open trial of the English Extension 2010 syllabus need to be submitted by the end of Term 1, 2011.

Statewide comparability

Comparability is the process by which state review panels collect information about the extent to which judgments about levels of achievement are comparable across the state. The state panel found evidence to support district panel decisions of the match of the qualities of student work in sample folios to the syllabus standards.

Course coverage

Sample folios provided evidence that in the majority of cases the syllabus is being implemented in ways that are congruent with its underpinning principles and that conform to its mandated aspects. The following issues have been identified from the work program approval process, monitoring, verification and comparability meetings.
**Demonstrating self-reflexivity in reading by problematising reading approaches**

The syllabus requires that students "critically reflect on the reading practices they have used, and how they have produced different readings" (Section 4, General objectives). This involves students engaging with and problematising reading practices by means of a range of relevant theories in order to be able to demonstrate a critical self-reflexivity about reading practices, and meet Criterion 2, descriptor 4. (Tables 5 to 8 in Section 8.5.2: “Mid-range standards associated with exit criteria”).

**Demonstrating understanding of the interrelatedness of theories across and within the four approaches**

The syllabus states that across the course students’ investigation of theoretical understandings about reading practices and their application to texts involves knowledge and understanding of “the four approaches to reading practices and how they overlap, and the relationships between contemporary and historical approaches”, and “the range of culturally produced reading practices that are generated by the reading approaches” (4.1 General objectives). The Approaches framework in the syllabus “is offered as a useful tool for students to begin to explore different ways of reading and rereading texts. As such, it is a construct which “... necessarily simplifies the complexities of the interrelatedness across and between theoretical schools of thought and related reading practices” (Section 5.1, Four approaches to reading practices). The syllabus also states that “students may choose to examine more closely overlaps and discontinuities inherent in this categorisation later in the course.” These four approaches are best seen as scaffolding that is useful earlier in the course as a basis for development of a more nuanced understanding and application of theories. By Task 3, students could be exploring bodies of theory that offer more complex understandings of texts and reading than do the four approaches to reading practices offered in the syllabus as a starting point. To this end, In order to demonstrate achievement against Criterion 1, descriptor 1, A standard, “...recognises and explains subtle similarities and differences across and within the four approaches” (Table 5: Standard A) students could be encouraged to show their understanding of the family and generational relationships among theories.

**Integrating theoretical understandings of reading practices and their application**

The syllabus states that “the focus of this subject is on student understanding and application of reading strategies or practices that are informed by a range of literary theories” (Section 1, Rationale). Throughout the course, the emphasis is on integrating the theory and its application, whether across the parts of a task (Tasks 1 and 2) or in the one demonstration (Task 3).

By Task 3, demonstration of “application” of knowledge and understanding of reading practices requires more than simply explicating the selected theorists’ ideas in Part 3(a), then having these ideas only implicitly inform discussion in Part 3(b).

**Appropriate text selection and examination**

The syllabus, Section 6.2.4, provides advice concerning the appropriate level of demand of the texts selected for close study. The suggestions listed under the Approaches framework for activities appropriate for earlier and later in the course offer examples of a range of appropriately challenging texts and focuses for examination.
The following advice is provided as a useful guideline for supporting students in making decisions about selecting texts appropriate to assessment task demands. For Task 1, we recommend that the text chosen be one that does not overwhelm the focus on the readings and defenses. Given the tight time frame of the course, an overly long and complex text can impose a further level of difficulty, particularly if it is studied at length as a class text. For a contemporary author-centred approach students may need to engage with a body of work by an author in order to demonstrate their grasp of, for example, Foucault’s theories of classification and attribution, and for this reason a single lengthy novel may be inappropriate. For Task 2, similarly, it is recommended that the base text chosen should be neither too complex nor too simple. The text serves its purpose when it provides a sufficient springboard for an effective intervention, which in turn provides evidence for the defense, the culmination of the task. For Task 3, the text or texts students select may derive from the issue or problematic being addressed or may generate the issue. For all three tasks, we recommend that the selection of texts be guided by the task focus and the exit criteria students need to demonstrate.

Quality of assessment

The most effective assessment tasks are those that are explicitly framed in such a way as to provide students with opportunities to demonstrate the exit criteria (task descriptions in the syllabus, sections 8.2.2, 8.2.3, 8.2.4 and 8.4). The syllabus provides advice in Section 8.2.4 about the relevant aspects of criteria that are specific to each task.

Framing and responding to Task 1

In some students’ responses to Task 1 the distinction between reading and defense is blurred. As the syllabus makes clear (Section 8.2.2 Task descriptions), for each of the approaches the reading and the defense are both interrelated and distinct. The reading should offer a demonstration of a specific reading practice from within that practice. It may reveal theoretical assumptions without explicating them. By contrast, the defense is a theorised analysis of the reading and needs to go beyond a description of the reading to offer an analysis of it if the student’s response to the task is to demonstrate syllabus criteria.

In undertaking a reader-centred reading, if students do not take the opportunity to offer a personal reading by drawing on their own experience and thus inquiring into the sources of their response, a very superficial reflexivity may result.

In Task 1 reliance on a structure that simply steps through the varieties of reader-response theorists, one per paragraph, is unlikely to encourage an overarching unity of analysis or argument and is likely to work to limit opportunities for a sustained, coherent, individual response. Students may similarly be limited in their responses if the task specifications identify a “shopping list” of theorists who must be mentioned.

Framing and responding to Task 2

The syllabus provides advice for preparing students appropriately for this task (Section 8.2.2 Task 2: Complex transformation and defense) particularly the outlined sequence of processes. It is important that students are given the opportunity to examine the textual features and language details of the base text through which the invited reading is generated (to demonstrate Exit Criterion 2.3), since it is by identifying and interrogating these that students can find their motivation for their intervention. However, the bulk of the defense should not be taken up with an exploration of the
invited reading of the base text itself nor with mere description of the transformation itself. The latter provides evidence that is then explicated, justified and theorised in the defense.

The syllabus makes clear that a complex transformation entails a discursive shift that makes possible a change in the invited reading. The point of the creative writing exercise is to open up a new reading of the text, not simply confirm (even by reversing) its existing assumptions. Mere reversals of gender or plot outcome, or simple transformations, such as modernisations, do not themselves amount to complex transformations. Among other possibilities, a shift of genre can reframe the base text and introduce new discourses.

This advice should also be read in relation to the comments above about text selection. Some simple texts may be inherently limiting in the range or complexity of interventions they encourage.

**Topic focus for Task 3(a) and (b)**

Task 3 requires students to choose a closely focused topic for investigation. The following advice is offered as a guideline for supporting students in making appropriate choices in responding to Task 3. In many cases, the text or texts students select will generate the problematic — sometimes by means of a focus on the reading which the text does not invite, or by the identification of an issue neglected in critics’ discussions of the text. This problematic will be explored by means of an appropriate theory or set of theories. Selection of the most appropriate theories should be guided by the problematic. In other cases, students may begin with a theoretical issue, and then select the text or texts that will enable them to investigate this issue. Opportunities for comparison and contrast with a second text will be enhanced where there are enough points of difference between the two texts to make the arguments more nuanced. Discussion of such matters is the business of Task 3(a), which functions as a research proposal with a clear explication of the topic and the problematic.

A thematic linking of texts is unlikely to provide opportunities to demonstrate syllabus criteria, since it does not focus on reading practices as such or lend itself to a theorised inquiry, and it tends to gloss over the specifics of each text. Topics need to be specific, substantial and very well focused, and students will need guidance in framing a topic that is manageable. Topics should be framed in a way that encourages a critical self-reflexivity. Students will need guidance in defining and refining their investigation and ensuring that the topic is not confused or contradictory. Some topics, for example an exploration of “literariness”, are too broad. A well-framed inquiry will implicitly address that wider question of literariness by demonstrating some of the ways in which the selected theories “generate different sets of culturally produced reading practices” (Criterion 1).

On the other hand, it is important to ensure that the task focus is not determined too narrowly if it is to provide sufficient opportunity to demonstrate the criteria at syllabus standards for higher levels of achievement. The selected theories need to be appropriate to the student’s focus and offer a coherent approach to investigation.

**Close reading of texts in applying theoretical understandings in Task 3(b)**

The syllabus requires students to demonstrate application of theoretical understandings about reading practices to their selected texts by producing close readings which necessarily include quotations from the text(s). The most effective responses to Task 3(b) will keep the balance between theory and its application in an illuminating reading of the text(s). Such application is very different from a conventional
literary-critical analysis. The crucial distinction lies in the student’s self-reflexive awareness of reading practices. This will involve showing an understanding that there is no reading that does not assume or explicitly demonstrate a theory (Criterion 2, descriptor 4).

**In-text referencing and bibliographies**

An academic discourse is required of students in Task 1 defenses, Task 2 defense, and Task 3(a) and (b). This entails acknowledging all resources used (Section 8.4.2 Authentication of "prepared" tasks).

A bibliography is required for the written form of Task 3(a). Appropriate in-text referencing entails attributing theoretical concepts to the originating theorist.

**Subject support**

Support materials for the English Extension (Literature) senior syllabus (2003) and English Extension (2010 trial) syllabus are available from the QSA website at <www.qsa.qld.edu.au/1660.html>. These include:

- *Designing effective assessment instruments*. This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.

- *Quality assuring senior assessment instruments: a tool for schools*. This is a useful tool to evaluate and refine an assessment instrument after it has been constructed.

Three one-day conferences will provide support to schools trialling the English Extension 2010 syllabus in 2011. Teacher Conference 1 was held in October 2010, and two further teacher conferences are scheduled for 2011.

Panel training focusing on the work program approvals processes for the English Extension 2010 syllabus will be scheduled in Term 1, 2011.

Wendy Morgan
State Review Panel Chair

Ellen Connolly
Senior Education Officer
Film, Television and New Media — B40

Syllabus

The 2005 syllabus is in its sixth year of implementation. The syllabus and support materials are available from the QSA website at <www.qsa.qld.edu.au>.

Feedback from districts

New work programs are submitted before delivery of the course or at the latest by Term 1 of the first year the school delivers the subject. Amendments to approved work programs are submitted at the latest by Term 1. Sample work programs, work program requirements and amendment details are available from the QSA website at <www.qsa.qld.edu.au/1245.html>.

The A–Z of Moderation <www.qsa.qld.edu.au/1426.html> includes all the protocols and strategies for moderation and will help schools in all aspects of the process.

When designing the course overview, establish a clear link between the unit topic, key concepts and the general objectives being assessed. Clearly focused units that are framed around one to three key concepts may provide students the opportunities to engage more deeply in the general objectives through teaching and learning experiences.

Instrument-specific criteria should reflect the syllabus standards and include the key concepts being assessed. The syllabus exit standards describe the characteristics of the general objectives and the qualifiers distinguish the standards across A–E. A copy of the highlighted standards is available at <www.qsa.qld.edu.au/1245.htm>.

The syllabus standards are described as mid-range and a definitive grade is awarded for each assessment item.

Statewide comparability

Comparability is the process by which state review panels collect information about the extent to which judgments about levels of achievement are comparable across the state. The state panel found evidence to support district panel decisions of the match of the qualities of student work in sample folios to the syllabus standards.

Course coverage

The syllabus is framed around the five key concepts and the investigation of new media (p. 1). The course organisation section of the syllabus (pp. 8–19) explains each key concept and details features and learning experiences that focus and assist students in their understanding and distinctions across the five key concepts. Some of the suggested learning experiences could be developed into formative and summative assessment items.
Quality of assessment

Assessment instruments that restrict the task to one or two key concepts, and those most relevant to the context, offer students the best opportunity to effectively apply the key concepts and demonstrate this knowledge through design, production or critique. Clarity and alignment with the criterion in the task and scaffolding helps students demonstrate their knowledge and understanding. Advice on assessment construction across the key concepts is available in the syllabus on pp. 29–33.

Tables 1–5 (pp. 37–43) of the syllabus outline the conditions and formats for assessment of the criteria Design, Production and Critique. Assessment in Critique that is based on a moving image text enables students to engage in this criterion more fully.

Decisions about student achievement are based on citable evidence. The syllabus defines that in group productions “…the individual completion of a component of a group production” (p. 44) is clearly identifiable (and on the task sheet). The past practice of using the log book as the evidence of an individual component in a group production does not match the 2005 syllabus requirements. The individual’s contribution to a group production can be evidenced either through formal roles (cinematographer, editor, sound technician) or by completion of a segment of the film (p. 41). Time codes, or the overlaying of a student’s name as a title, are ways schools can clearly identify an individual student’s film segments.

The role of director is not assessable as evidence of the Production criterion in this syllabus. While it may be a valid formative class experience, a “minor” production role is not a valid assessment instrument and has no formal role in the syllabus and assessment program. The power of social media and the potential harm some footage could cause if circulated via these media platforms is a serious issue in production work. Establishing thoughtful contexts and the suitability of content provides a framework to minimise the potential for this possibility and offence to others.

So that experimental films do not become essentially narratives, clear assessment guidelines help students meet the requirements of the task.

In design tasks, limiting students to using industry models in formatting may restrict their ability to demonstrate an understanding of the key concepts.

Subject support

Support materials for the Film, Television and New Media senior syllabus 2005 are available from the QSA website at <http://www.qsa.qld.edu.au/1245.html>.

These include:

- **Designing effective assessment instruments.** This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.

- **Quality assuring senior assessment instruments: A tool for schools.** This is a useful tool to evaluate and refine an assessment instrument after it has been constructed.

- Work program and work program amendment requirements.

- Work program review checklist.

- Subject-specific advice on syllabus standards; this highlights approaches to assessment design and making judgments upon the subject’s criteria.
Sample assessment instruments.

Design suite assessment instrument and annotated student response.

To receive regular updates on support materials, teachers can subscribe to the QSA News RSS (Really Simple Syndication) feed at <www.qsa.qld.edu.au/index.html>.

QSA memos also provide important information. These can be received through the memo subscriptions service at <www.qsa.qld.edu.au/qsa_secure/memos.act>.

For information about panel training in 2011 contact your district coordinator.

Keri Church    Susan Hollindale
State Review Panel Chair    Senior Education Officer
French — B02

Syllabus

The 2008 French syllabus is in its second year of implementation. The syllabus and support materials are available from the QSA website at <www.qsa.qld.edu.au/4908.html>.

Feedback from districts

Four combined district panels are responsible for the verification of school judgments across the state. Panels generally found sufficient evidence of the match of student work with syllabus standards, and provide the following advice:

- Texts designed to be read may disadvantage students when they are used for listening assessment, as the language is usually much more complex.
- Some listening and reading texts used were not challenging enough, or questions did not prompt students to demonstrate analysis, evaluation, conclusions and decisions.
- The source of a text may need to be given to enable full comprehension, e.g. "read this article from a youth magazine and answer the following questions".
- Cultural meanings need to be seen in student responses in Listening and Reading.
- The expected speed of a Listening text is given in the syllabus (8.3.1): “…spoken in the slower range of normal background speaker rate of utterance.”
- To enable review panels to identify the correct Speaking sample, CD/DVD tracks must be clearly labelled, e.g. “mid A”, or “low B”. Use a common format, e.g. MP3 or MP4, and check that the recording is audible before submitting it.
- Criteria grids containing the standards schemas need to be clearly annotated to indicate how judgments are made, e.g. by underlining, circling, or highlighting aspects of the descriptors that match student work. This makes the process of grading student work transparent and defensible. Students gain feedback on their achievement and indications of how they can improve, and teachers and reviewers can see how decisions about levels of achievement have been made.
- Conditions of assessment (see syllabus 8.3) should be clearly detailed on assessment instruments. These include:
  - the amount of time students have to complete the task
  - the text type and length of the task, e.g. an article for a student newspaper of approximately 200 words
  - the language in which the answers are to be written
  - whether the speaking is prepared (to be followed by impromptu questions) or unprepared (for which 10 minutes is allowed for students to compose their thoughts and make notes if they wish)
  - the number of times a Listening text will be heard
  - whether a dictionary could be used for Writing.
Statewide comparability

Comparability is the process by which state review panels collect information about the extent to which judgments about levels of achievement are comparable across the state. The state panel found evidence to support district panel decisions of the match of the qualities of student work in sample folios to the syllabus standards.

Course coverage

There is consistent application of the mandatory aspects of the syllabus across the state.

Quality of assessment

In communication tasks students need to show what they have learnt and the standards descriptors. Tasks need to elicit extended complex language that uses a wide range of vocabulary and grammar, ideas that are conveyed spontaneously with flexibility and originality, and a range of tenses and cohesive devices.

Effective comprehension instruments contain a variety of texts of appropriate length for the time allocated. Limiting the number of questions allows for the demonstration of Reasoning and Responding without revealing the content of the text. The Knowledge and understanding criterion can still be demonstrated as students use details from the text to justify their interpretations, conclusions and decisions.

The length of listening texts should be appropriate to the text type. (Listening tasks assess comprehension, not memory.) A balance between a variety of text types and the number, length and complexity of these texts is needed — see syllabus 8.3.

Subject support

Support materials are available at <www.qsa.qld.edu.au/4908.html> including:

- Designing effective assessment instruments. This discusses the design of effective instruments that provide opportunities for students to demonstrate coverage of the syllabus general objectives and standards.

- Quality assuring senior assessment instruments: A tool for schools. This can be used to evaluate and refine assessment instruments.

Additional support materials for French on the website includes Assessment design principles and practice and sample assessment instruments and responses.

To receive regular updates on support materials, teachers can subscribe to the QSA News RSS (Really Simple Syndication) feed at <www.qsa.qld.edu.au/index.html>.

QSA memos also provide important information. These can be received through the memo subscriptions service at <www.qsa.qld.edu.au/qsa_secure/memos.act>.

For information about future workshops for Languages refer to the QSA website at <www.qsa.qld.edu.au/3323.html>.

Philip Smith    Lester Ford
State Review Panel Chair  Senior Education Officer
Geography — B34

Syllabus

The Geography (2007) syllabus is in its third year of implementation. The syllabus and support materials are available from the QSA website at <www.qsa.qld.edu.au>.

Feedback from districts

Monitoring focussed on course implementation, the effectiveness of assessment in allowing opportunities for students to demonstrate syllabus criteria across the range of standards and decisions about interim levels of achievement. This advice provides valuable feedback to schools on assessment programs.

Verification provided advice to schools about the match of student work to syllabus standards descriptors based upon evidence within sample folios.

Statewide comparability

Comparability is the process by which state review panels collect information about the extent to which judgments about levels of achievement are comparable across the state. State panel examined threshold folios from each level of achievement for each district. Across most districts, state panel found evidence of the match of the qualities of student work with the syllabus standards descriptors.

Course coverage

The syllabus, p. 65 identifies the mandatory aspects of the course which include:

- assessable general objectives
- four themes of study
- key ideas of the selected focus units.

Effective course coverage provides evidence of these mandatory aspects. This is demonstrated through:

- focused geographical inquiries
- utilising quality data
- case studies that are varied in geographic context and scale.
- a variety of assessment techniques, namely those identified on p. 75 of the syllabus.

Quality of assessment

Instrument-specific criteria sheets need to align to the criteria and standards listed in Table 14 of the syllabus. A highlighted version of the standards appears on the Geography section of the QSA website.
Reports
The most effective reports ask students to:

- undertake inquiries that are small in scale and manageable in scope, given the word limit and level of analytical and decision-making skills required
- give clear statements of the aims of the inquiry in the introduction
- write concisely using formal language conventions and geographical terminology
- integrate maps, diagrams and statistics adhering to geographic conventions
- clearly justify decisions.

Short response tests
Short response tests provide students with the opportunity to demonstrate coverage of key ideas and recall of spatial knowledge. Written paragraph responses that allow students to do this across the range of standards are the most effective.

Stimulus response essays
Quality stimulus response essays focus on a location or issue that is local or regional and different from the case study undertaken in class. This technique allows students to apply concepts and understandings to a new but related situation and to demonstrate their analytical and/or decision-making skills.

Effective essays provide students with guidance in the selection of criteria for decision-making by offering a selection or a set of criteria that are balanced through the use of trade-offs.

High quality stimulus material includes a variety of visually clear and easily readable information, such as maps, graphs and tables with limited written text. Graphic stimulus provides opportunity for authentic analysis and decision-making.

Practical exercises
There are four components of this technique (syllabus p 69). Tasks should be linked so that data manipulated is also interpreted. This forms the basis of analysis and any decision-making where relevant.

Criterion 4 only applies to the manipulation and presentation of data which should be organised, accurate and effectively presented.

Subject support
Support materials for the Geography (2007) syllabus are available from the QSA website at <www.qsa.qld.edu.au/2053.html>. These include:

- Designing effective assessment instruments. This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.

- Quality assuring senior assessment instruments: A tool for schools. This is a useful tool to evaluate and refine an assessment instrument after it has been constructed.
Additional support materials for the Geography (2007) syllabus include:

- work programs
- highlighted standards associated with exit criteria
- other advice: data response tests, reports, stimulus-response essays, practical exercises, geographic conventions
- sample assessment instruments
- sample instruments and responses.

To receive regular updates on support materials, teachers can subscribe to the QSA News RSS (Really Simple Syndication) feed at <www.qsa.qld.edu.au/index.html>.

QSA memos also provide important information. These can be received through the memo subscriptions service at <www.qsa.qld.edu.au/qsa_secure/memos.act>.

For information about professional development and events go to <www.qsa.qld.edu.au/events.html>.

Panel training is planned for Semester 2, 2011. Panellists will be notified of dates and venues.

For more information on the Geography (2007) syllabus contact <seo@qsa.qld.edu.au>.

Jo Mac Donald  Jackie Dunk
State Review Panel Chair  Senior Education Officer
German — B03

Syllabus

The 2008 German syllabus is in its second year of implementation. The syllabus and support materials are available from the QSA website at <http://www.qsa.qld.edu.au/4910.html>.

Feedback from districts

Three combined district panels are responsible for the verification of school judgments across the state. Panels generally found sufficient evidence of the match of student work with syllabus standards and provide the following advice:

• Texts designed to be read may not provide the same opportunities for students when they are used for listening assessment, as the language in reading texts is usually more complex
• Some listening and reading texts used were not challenging enough, or questions did not provide opportunities for students to demonstrate analysis, evaluation, conclusions and decisions
• The context may need to be given to enable appropriate opportunities for comprehension, e.g. “read this article from a youth magazine and answer the following questions”
• Students should have the opportunity to reference cultural meanings when responding to Listening and Reading texts
• The expected speed of a Listening text is given in the syllabus (8.3.1): “spoken in the slower range of normal background speaker rate of utterance”
• To enable review panellists to identify the correct Speaking, sample CD/DVD tracks must be clearly labelled, e.g. “mid A”, or “low B”. A common format should be used and the recording should be audible
• Instrument-specific criteria sheets should be used with all assessment
• Conditions of assessment (see syllabus 8.3) should be clearly detailed on assessment instruments. These include:
  – the amount of time students have to complete the task
  – the text type and length of the task, e.g. an article for a student newspaper of approximately 200 words
  – the language in which the answers are to be written
  – whether the Speaking is prepared (to be followed by impromptu questions) or unprepared (for which 10 minutes is allowed for students to compose their thoughts and make notes if they wish)
  – the number of times a Listening text will be heard
  – whether a dictionary could be used for Writing.
Statewide comparability

Comparability is the process by which state review panels collect information about the extent to which judgments about levels of achievement are comparable across the state. The state panel found evidence to support district panel decisions of the match of the qualities of student work in sample folios to the syllabus standards.

Course coverage

There is consistent coverage of the mandatory aspects of the syllabus across the state.

Quality of assessment

- When conveying meaning, students need to show what they know and can do in order to have opportunities to demonstrate the syllabus standards descriptors. Tasks should require students to provide extended complex text that use a wide range of vocabulary and grammar, ideas that are conveyed spontaneously with flexibility and originality, and a range of tenses and cohesive devices.

- Effective comprehension instruments contain a variety of texts of appropriate length for the time allocated. Limiting the number of questions allows for the demonstration of Reasoning and Responding without revealing the content of the text. The Knowledge and Understanding dimension can still be demonstrated as students use details from the text to justify their interpretations, conclusions and decisions.

- The length of listening texts should be appropriate to the text type. (Listening tasks assess comprehension, not memory.) A balance between a variety of text types and the number, length and complexity of these texts is needed — see syllabus 8.3.

Subject support

Support materials are available at <www.qsa.qld.edu.au/4910.html> including:

- Designing effective assessment instruments. This discusses the design of effective instruments that provide opportunities for students to demonstrate coverage of the syllabus general objectives and standards.

- Quality assuring senior assessment instruments; a tool for schools that can be used to evaluate and refine assessment instruments.

Additional support materials for German on the website includes “Assessment design principles and practice” and sample assessment instruments and responses.

To receive regular updates on support materials, teachers can subscribe to the QSA News RSS (Really Simple Syndication) feed at <www.qsa.qld.edu.au/index.html>.

QSA memos also provide important information. These can be received through the memo subscriptions service at <www.qsa.qld.edu.au/qsa_secure/memos.act>.

For information about future workshops for Languages refer to the QSA website at <www.qsa.qld.edu.au/3323.html>.

John Barker  Lester Ford
State Review Panel Chair  Senior Education Officer
Graphics — A13

Syllabus

The Graphics senior syllabus 2007 is in its third year of implementation. The syllabus and support materials are available from the QSA website at <www.qsa.qld.edu.au/2153.html>.

Feedback from districts

Review panels noted the following issues at moderation meetings. School submissions are increasingly being presented as electronic folios. Graphical representations generated by students should be in the mode required in the task. For example, if the task requires an animation to be developed for a particular target audience, then the evidence presented should include the electronic file of the final product.

Organised submissions assist review meetings considerably, allowing panellists to devote time constructively to the reviewing process. The size of submissions presented is a significant problem. A combination of digital and hardcopy material would assist in reducing submissions, but often the large volume of material presented does not significantly contribute to the evidence required to support the level-of-achievement decisions. A more discerning selection of student responses that appropriately match the syllabus requirements would be of benefit in these cases.

Statewide comparability

Comparability is the process by which state review panels collect information about the extent to which judgments about levels of achievement are comparable across the state. The state panel found evidence to support district panel decisions of the match of the qualities of student work to the syllabus standards in most of the sample folios. Information gathered at comparability will be used to inform the 2011 quality assurance procedures and processes.

Course coverage

When designing a course of study in Graphics, the implementation model described in the 2007 syllabus (Section 4.4, p. 6) should be used. The contextual nature of the curriculum provides opportunities for students to experience industry-related learning and involves students in the process of collecting, investigating, analysing, synthesising and evaluating data and imagery relating to graphical representations and presentations. The emphasis of student work should be directed towards creating graphical communication for an identified target audience.

Learning in Graphics must allow for coverage of the general objectives (Section 3, p. 3); undertaking Technology Studies style design tasks where the graphical representations are not the main focus of the task does not provide the appropriate opportunities for coverage of the general objectives.

Schools need to ensure that the approved work program is followed. Should the school wish to alter its course of study or assessment plan, the correct procedure for
amending work programs must be followed. The QSA district coordinator can assist with this process.

The course of study must include coverage of all mandatory topics. These are: Constructions and plane geometrical drawing, Orthogonal projection, Developments, Pictorials, Shadows, and Reflections. Evidence of these should be clearly displayed in a complete folio of summative student work.

**Quality of assessment**

The most significant issue with assessment is the interpretation and implementation of context-based folios. A context-based folio is not a collection of structured classwork tasks (syllabus Section 7.61, p. 27). Set class drawings are not summatively assessed and do not form a part of the students’ exit folios. Context-based folios must meet the syllabus requirements in Section 7.6.4, p.28). The primary focus of a context-based folio should be on using the implementation model to plan, refine and produce a set of 2D and 3D graphical representations for a specified target audience. They provide students with opportunities to undertake interesting and rewarding simulated real-world learning experiences in all three of the contextual areas of the course.

Feedback from the moderation process indicates that schools are still directing students to undertake building/product design projects. The result is folios of work similar to those required in Technology Studies where the focus of the task is on students resolving a building design brief or a product design brief. Student responses to this type of task typically result in a large body of work (investigation of history, uses, alternative concepts/designs, material selection, etc.) that cannot be matched to the general objectives of the Graphics syllabus. Essentially the graphical aspects of these folios are a by-product of the overall task. Consequently, students are producing a large volume of work that is not contributing to the exit standards of the syllabus.

Task design needs to be considered to ensure that context-based folio tasks provide valid opportunities to demonstrate the syllabus general objectives. For example, a task could be changed from “You are required to design a three-bedroom house to suit the needs of the Jones family” to “You are required to create a presentation for the Jones family which best illustrates the desirable features of their new home”. The difference between these two scenarios is that the latter focuses on the actual graphical presentation and not the design of the dwelling.

Students could therefore investigate and analyse various methods of presenting architectural designs to clients such as real estate websites, hardcopy glossy pictures, storyboards, or interactive PowerPoint presentations. Once a desired option has been chosen, students could then look at various viewing angles of rooms/features, lighting, shadows and reflections.

Annotations made during this process should be succinct statements that relate to decisions made about the application of the elements of presentation.

Criteria and standards used on instrument-specific criteria sheets should be selected or drawn from the standards descriptors associated with the exit criteria from the current 2007 syllabus. Not all elements from the exit matrix will necessarily be covered in each assessment task, but should be clearly identifiable across the program of summative assessment. Criteria sheets should clearly outline to the student what is actually being assessed.
Subject support

Support materials for the Graphics syllabus 2007 are available from the QSA website at <www.qsa.qld.edu.au/2153.html>. These include:

- **Designing effective assessment instruments.** This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.

- **Quality assuring senior assessment instruments: A tool for schools.** This is a useful tool to evaluate and refine an assessment instrument after it has been constructed.

- Work program requirements.

- Work program review checklist.

- Sample work programs.

- Sample assessment instruments.

- Highlighted standards.

To receive regular updates on support materials, teachers can subscribe to the QSA News RSS (Really Simple Syndication) feed at <www.qsa.qld.edu.au/index.html>.

QSA memos also provide important information. These can be received through the memo subscriptions service at <www.qsa.qld.edu.au/qsa_secure/memos.act>.

Larry Scaroni  Roy Barnes
State Review Panel Chair  Senior Education Officer
Health Education — A19

Syllabus

The 2004 Health Education senior syllabus is in its sixth year of implementation. The 2004 syllabus will continue to be implemented until 2012 with the Year 12 cohort being the final cohort of students using that syllabus to exit Year 12. The revised Health Education senior syllabus 2010 will be implemented for the first time with the Year 11 cohort in 2011.

Feedback from districts

At verification, district review panels identified issues relating to:

- matching evidence in some sample folios with the standard awarded
- providing students with sufficient opportunities to demonstrate achievement in the general objectives across the range of standards, in particular the Synthesis and evaluation criterion in the context of complex relationships in health
- lack of evidence, in some instances, to support judgments particularly within the Application and analysis, and Synthesis and evaluation criteria; evidence in some sample folios lacked application, analysis, evaluation and justification in the context of complex relationships in health issues.

Statewide comparability

Comparability is the process by which state review panels collect information about the extent to which judgments about levels of achievement are comparable across the state. The state panel found evidence to support district panel decisions of the match of the qualities of student work to the syllabus standards in most of the sample folios. Information gathered at comparability will be used to inform the 2011 quality assurance procedures and processes.

Course coverage

There was evidence in sample folios of the mandatory aspects of the syllabus, namely the general objectives and concepts of Health Education studied in the units.

There was evidence in most sample folios that suggests adequate coverage of subject matter and health issues.

Schools are implementing an inquiry approach across the four units — Personal Health, Peer and Family Health, Environmental Health, and Health of Specific Populations. However, in some cases schools are choosing health issues that may not be the most relevant to students or the community in which they live. The most effective assessment instruments are those based on health issues that are up to date, locally relevant and supported by expert health professionals in the local community and the health inequities related to these health issues are supported by statistics at a local and global level.
Quality of assessment

In some cases, assessment instruments are too broad requiring the students to solve an entire health issue, not in context, and within one assessment task. The most effective assessment instruments were those that required students to solve, evaluate or implement a specific aspect of the health issue within the time frame of the unit of study. This will be pertinent to schools working with the 2010 syllabus assessment techniques that require purposeful and effective selection, sequencing and organisation of relevant and substantial subject matter required for the selected assessment technique. (Refer to Section 5.5 of the 2010 syllabus.)

Subject support

Support materials for the Health Education senior syllabus 2004 are available from the QSA website at <www.qsa.qld.edu.au/1704.html>. These include:

- *Designing effective assessment instruments*. This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.

- *Quality assuring senior assessment instruments: A tool for schools*. This is a useful tool to evaluate and refine an assessment instrument after it has been constructed.

- sample assessment instruments.

Additional support materials for the Health Education senior syllabus 2010 are available from the QSA website at <www.qsa.qld.edu.au/11622.html>.

To receive regular updates on support materials, teachers can subscribe to the QSA News RSS (Really Simple Syndication) feed at <www.qsa.qld.edu.au/index.html>.

QSA memos also provide important information. These can be received through the memo subscriptions service at <www.qsa.qld.edu.au/qsa_secure/memos.act>.

For information about future workshops for Health Education refer to the QSA website at <www.qsa.qld.edu.au/3323.html>.

State Review Panel Chair          Senior Education Officer
Pam Ruddell                        Maree Peppin
Home Economics — A25

Syllabus

The final year for Year 12 students studying the 2001 Home Economics senior syllabus will be 2011. The 2010 Home Economics syllabus was approved for general implementation and is to be used for the first time with Year 11 students in 2011.

The 2010 Home Economics syllabus and support materials are available from the QSA website at <www.qsa.qld.edu.au/11788.html>.

The syllabus and support materials for the 2001 syllabus are available from the QSA website at <www.qsa.qld.edu.au/1707.html>.

Feedback from districts

Some schools are seeking approval for minor amendments to their work programs for the 2001 syllabus, as they develop new learning experiences or assessment items. All schools should have work programs for the 2010 syllabus submitted by the end of Term 1, 2011.

Professional development at annual moderation conferences has focused on providing advice to schools on the Form R6 at verification and the Form R3 at monitoring. There were few instances of non-agreement at verification in 2010. This, combined with well-attended panel training, has no doubt contributed to such good outcomes.

Statewide comparability

Comparability is the process by which state review panels collect information about the extent to which judgments about levels of achievement are comparable across the state. In 2010 the state panel found evidence to support district panel decisions of the match of the qualities of student work to the syllabus standards in most of the sample folios.

Course coverage

The mandatory aspects, subject matter and treatment of electives have been productively developed by schools.

The 2001 syllabus states that assessment tasks may be combined (Section 8.8, p. 61). Some examples of this include:

- an extended written response assessing Reasoning processes (Criterion 2) and Practical performance (Criterion 3)
- a practical task assessing both Knowledge and understanding (Criterion 1) and Practical performance (Criterion 3)
- an extended written response assessing Knowledge and understanding (Criterion 1) and Reasoning processes (Criterion 2).
• an instrument assessing all three criteria provided there is evidence of understanding concepts; some or all of analysis of information from sources, development of arguments, drawing conclusion/making recommendations; some or all of making and supporting decisions, planning, producing a product and evaluating.

When combining assessment instruments the instrument-specific criteria sheet should include all relevant standard descriptors for each of the criteria being assessed.

Quality of assessment

Assessment instruments generally provided opportunities for students to respond to the full range of syllabus standards. Areas for improvement in assessment instrument development come from observations noted from this year’s moderation processes. These are outlined below.

Criterion 1: Knowledge and understanding

Opportunity should be provided in assessment instruments for students to demonstrate the full range of standards, including “thorough understanding”. Instruments that allow for understanding include opportunities for students to comprehend, explain and apply in familiar situations the key concepts, principles, processes and practices related to the wellbeing of individuals and their families, not to just find and copy. This can be evident in written tests and extended written responses in addressing both research and practical performance tasks.

Criterion 2: Reasoning process

Assessment instruments in Reasoning processes should allow for opportunities for students to demonstrate the research of an issue. An issue is a matter which has particular importance or significance to the wellbeing of individuals or families. Issues should be presented as a statement of what the issue is as part of the task. The research task will then ask them to conduct research from sources, analyse information to develop arguments and draw conclusions and/or make recommendations about the issue.

The instruction “Investigate the effects of the Atkins diet on the health and wellbeing of adolescents” does not clearly define an issue but is rather a topic for investigation. It would be better phrased as:

“Adolescence is a stage in the lifecycle when there is increased growth and development. However, this is also a time when adolescents may consider weight-loss diets. This may impact on their health and wellbeing.” You are to conduct research from sources, analyse and evaluate information to develop arguments and draw conclusions and/or make recommendations about this issue.

Framing the issue as a statement clearly defines the issue and is followed by the task. This provides students with the opportunity to match the standards and analyse information from relevant sources to develop arguments and to draw conclusions and/or recommendations in response to an issue.

The A descriptor includes “the student communicates effectively using accepted language and referencing conventions” (syllabus p. 62). Evidence of this aspect of the descriptor would include reference lists using appropriate formats rather than a bibliography, as well as valid, relevant and up-to-date data. American data, especially nutritional data, is usually not relevant to the Australian issues presented. A range of
sources is also necessary to match the standard descriptors for an A. It is not a requirement for students to include copies of articles used as reference material in appendixes. Appendixes should only contain collated statistics or primary data gathered by the student to support their arguments.

**Criterion 3: Practical performance**

Underpinning the theme of each of the areas of study is the **wellbeing of the individual and the family** (Syllabus p. 9). For this reason design challenges or case studies should focus on the skills involved in producing products to enhance the wellbeing of individuals and their families rather than discussing appropriate menus for restaurants or products from food suppliers.

The practical performance model (syllabus Section 6.3, p. 17) does not mandate that a number of alternatives must be analysed and documented in a process journal. It is acceptable for a student to nominate one plausible solution and justify it in relation to the factors and their interrelationships. Process journals provide evidence of the syllabus standards being addressed by students, therefore requiring evidence of justified decisions, effective planning and organising, as well as evaluation and recommendations. Simply "scrapbooking" pictures and recipes do not provide evidence of the match to standard descriptors.

Diagrams, images, samples, data or recipes should be annotated in relation to key and basic factors to inform decision making and planning. Evaluations need to address the process, planning, product and recommendations to match the A–E standard descriptors. An evaluation completed on a set template may not provide the opportunity for students to match the A and B standard descriptors.

Photographic evidence should include comments describing the “quality” of the technique. This must be photographs of student work from the current cohort (Section 8.5, p. 59). It must be clear what the student has decided to produce for the final product. This product should be evident in the process journal and supported by syllabus-standard-specific comments on the task-specific criteria sheet. The higher standards require students to perform a comprehensive range of practical skills and schools need to ensure students perform food preparation skills, not just food assembly.

**Subject support**

The revised 2010 Home Economics syllabus is available on the QSA website and during 2011 assessment workshops will be held throughout the state during Semester 2. We encourage teachers to attend to keep up to date with the new syllabus assessment techniques and standards.

Support materials for the Home Economics senior syllabus 2004 are available from the QSA website at [www.qsa.qld.edu.au/11788.html](http://www.qsa.qld.edu.au/11788.html). These include:

- **Designing effective assessment instruments.** This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.

- **Quality assuring senior assessment instruments: A tool for schools.** This is a useful tool to evaluate and refine an assessment instrument after it has been constructed.

Additional support materials for the Home Economics senior syllabus 2010 are available from the QSA website at [www.qsa.qld.edu.au/11788.html](http://www.qsa.qld.edu.au/11788.html). These include:

- work program requirements
- work program review checklist
- subject-specific advice on syllabus standards; this highlights approaches to
  assessment design and making judgments upon the subject’s criteria.

To receive regular updates on support materials, teachers can subscribe to the QSA

QSA memos also provide important information. These can be received through the

For information about future workshops for Home Economics refer to the QSA website

Meredith Gleadhill                Jo Butterworth
State Review Panel Chair          Senior Education Officer
Hospitality Studies — A22

Syllabus

The Hospitality Studies senior syllabus 2009 is in its first year of implementation. The 2009 Hospitality Studies syllabus and support materials are available from the QSA website at <www.qsa.qld.edu.au/8691.html>.

Feedback from districts

2010 is the final year for the 2001 syllabus. In 2011 all Year 11 and 12 students will be studying from the 2009 Hospitality Studies syllabus.

The effectiveness of the moderation processes relies on schools collecting and providing sufficient evidence to support their judgments. For this reason a school submission for verification should contain sample folios closest to mid- and threshold-levels of achievement. In determining levels of achievement, schools need to consider the fullest and latest evidence available. This would include all student responses that are identified as being summative in the approved work program. For guidelines on the inclusion of atypical sample folios please refer to the A–Z of Moderation which can be found on the QSA website at <www.qsa.qld.edu.au/downloads/senior/snr_qa_mod_a-z.pdf>.

Statewide comparability

Comparability is the process by which state review panels collect information about the extent to which judgments about levels of achievement are comparable across the state. The state panel found evidence to support district panel decisions of the match of the qualities of student work to the syllabus standards in most of the sample folios. Information gathered at comparability will be used to inform the 2011 quality assurance procedures and processes.

Course coverage

Schools across Queensland are providing acceptable course coverage, including the mandatory aspects of the course outlined on page 37 of the syllabus.

Quality of assessment

Schools’ assessment instruments are generally of a high standard and provide opportunities for students to demonstrate the full range of syllabus standards. Areas for improvement in assessment instrument development come from concerns noted from this year’s moderation process of monitoring, verification and comparability. These are outlined below.
Criterion 1: Knowledge and understanding

Assessment instruments should provide the opportunities for students to demonstrate a thorough understanding of key ideas, principles and concepts across the topic area stated in the school-approved work program. Understanding can be demonstrated through opportunities to explain Hospitality concepts, key ideas and principles and to apply these to familiar situations. Familiar situations are those whose format and purpose have been experienced previously by students. For students to demonstrate a thorough understanding, assessment instruments should be developed across more than one focus area to address the full range of general objectives.

Criterion 2: Reasoning processes

Reasoning processes refers to the ability to select and analyse information about issues related to the hospitality industry (Syllabus p. 4). For example, the sale and service of alcoholic beverages on a licensed premise is an issue of concern to the hospitality industry while alcoholism and problem gaming are social issues. Assessment instruments should offer students the opportunity to research issues that allow for the development of arguments, the selection of relevant data to support arguments and the opportunity to provide recommendations and conclusions.

Criterion 3: Practical performance

The general objectives for Practical performance state that students should be able to “perform practical tasks using appropriate resources and adhering to workplace health and safety guidelines”. Inappropriate footwear such as thongs and canvas shoes, and handling certain foods with bare hands would prevent the demonstration of this aspect of the general objective.

Evidence provided to support justification of decisions needs to address all plans, products and services that are produced. Justification of decisions should be based on the dimensions of the task that were identified as being specific to the particular task during the initial stages of planning. Instrument-specific criteria sheets should be developed from the syllabus standards. They should include only those sub-criteria specified by the syllabus (please refer to the highlighted standards on the QSA website at <www.qsa.qld.edu.au/downloads/senior/snr_hosp_studies_09_syll_standards.pdf>.

Video/DVD evidence needs to clearly demonstrate the match between the qualities in the student response and the standards descriptors in the syllabus with commentary that identifies the specific aspects of the practical performance that match the A standard or C standard descriptors. Specific reference to the practical skills being demonstrated and the high-quality product and/or services being produced would support the school’s judgments about standards.

Subject support

Support materials for the Hospitality Studies senior syllabus 2009 are available on the QSA website at <www.qsa.qld.edu.au/8691.html>. These include:

- Designing effective assessment instruments. This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.
- Quality assuring senior assessment instruments: A tool for schools. This is a useful tool to evaluate and refine an assessment instrument after it has been constructed.
Additional support materials for the Hospitality Studies senior syllabus are available from the QSA website at <www.qsa.qld.edu.au/8691.html>. These include:

- work program requirements
- work program review checklist
- subject-specific advice on syllabus standards; this highlights approaches to assessment design and making judgments upon the subject’s criteria.

To receive regular updates on support materials, teachers can subscribe to the QSA News RSS (Really Simple Syndication) feed at <www.qsa.qld.edu.au/index.html>.

QSA memos also provide important information. These can be received through the memo subscriptions service at <www.qsa.qld.edu.au/qsa_secure/memos.act>.

For information about future workshops for Hospitality Studies refer to the QSA website at <www.qsa.qld.edu.au/3323.html>.

Further information and support is available on the website or through the senior education officer by phone, email or fax.

Penny Braithwaite                      Jo Butterworth
State Review Panel Chair               Senior Education Officer
Indonesian — B23

Syllabus

The 2008 syllabus is in its second year of implementation. The syllabus and support materials are available from the QSA website at <www.qsa.qld.edu.au/4842.html>.

Feedback from monitoring and verification

At monitoring, the state panel gave advice to schools about the effectiveness of assessment, the matching of standards to student work and the level-of-achievement decisions for the samples. At verification, the state panel gave schools advice about their judgments about standards and their decisions about levels of achievement.

Schools appropriately matched student work to standards when, on-balance, judgments matched the qualities of the student work to the appropriate syllabus standards.

Course coverage

Course coverage was demonstrated through assessment that provided students with the opportunities to cover a range of topics and text types and allowed for the coverage of the general objectives across the four macroskills. When implementing composite programs the syllabus (Section 6.3) recommends that more extended or complex tasks be used with Year 12 students.

Quality of assessment

Effective listening and reading assessment instruments should allow for the demonstration of reasoning skills that are substantiated by the use of information from the text. When evaluating information and ideas, justification must be based on information found in the text and be relevant to the conclusions and judgments made. Opportunities are provided to demonstrate aspects of the reasoning and responding dimension when students are required to analyse, evaluate, draw conclusions and make decisions as well as demonstrate knowledge and understanding of language features. Questions that give information about the text or provide answers to other questions may limit the opportunity for students to demonstrate all aspects of the standards. Texts chosen as a stimulus for listening and reading assessment instruments should be sufficiently complex to allow students to achieve across the complete range of standards.

Speaking tasks require spontaneous language in realistic situations. When prepared tasks are part of the assessment program there should also be opportunities to demonstrate the use of original and flexible responses to questions at the end of the prepared section as outlined on p. 35 of the syllabus.

All items in the summative assessment package contribute to the judgments at verification and exit as they will provide evidence across a range of topics and text types. Refer to the syllabus regarding fullest and latest where “latest” refers to the summative assessment package rather than the last task in Year 12.
Making an on-balance judgment requires that student responses are matched, on-balance, to the standards descriptors; the standard awarded should be informed by how the qualities of the student work match the descriptors overall. Refer to Section 8.5 of the syllabus for clarification of awarding exit levels of achievement.

Instrument-specific criteria sheets drawn from the 2008 syllabus need to be used with all assessment instruments. Standards descriptors that are not being demonstrated in particular assessment items should be removed from the criteria sheet.

**Subject support**

Support materials for the Indonesian senior syllabus 2008 are available from the QSA website at <ww.qsa.qld.edu.au/4842.html>. These include:

- work program requirements
- work program review checklist
- highlighted standards
- sample assessment instruments and sample student responses
- Assessment design principles and practices: Languages.

Additional support materials are available on this page and include:

- Designing effective assessment instruments. This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.

- Quality assuring senior assessment instruments: A tool for schools. This is a useful tool to evaluate and refine an assessment instrument after it has been constructed.

To receive regular updates on support materials, teachers can subscribe to the QSA News RSS (Really Simple Syndication) feed at <www.qsa.qld.edu.au/index.html>.

QSA memos also provide important information. These can be received through the memo subscriptions service at <www.qsa.qld.edu.au/qsa_secure/memos.act>.

For information about future workshops for Indonesian refer to the QSA website at <www.qsa.qld.edu.au/3323.html>.

Kath Symmons Shauna Bouel
State Review Panel Chair Senior Education Officer
Information Processing and Technology — A16

Syllabus

The Information Processing and Technology (IPT) senior syllabus 2004 is in its sixth year of implementation. It is to be used for the last time in 2011 with Year 12 students only.

In 2010, a revised IPT senior syllabus was approved for general implementation. This is to be used for the first time with Year 11 students in 2011.

The Information Processing and Technology (IPT) senior syllabus 2010 and support materials are available from the QSA website at <www.qsa.qld.edu.au/11678.html>.

Feedback from districts

District panel feedback through monitoring and verification processes indicates that most schools are effectively implementing the 2004 IPT syllabus.

With general implementation of the IPT syllabus (2010) in 2011, schools are required to write work programs in accordance with the revised syllabus. Advice on submitting work programs using the WPonline database is available on the QSA website at <www.qsa.qld.edu.au/wponline/login.qsa>. Final date of submission for all work programs is Term 1, 2011.

Statewide comparability

Comparability is the process by which state review panels collect information about the extent to which judgments about levels of achievement are comparable across the state. The state panel found evidence to support district panel decisions of the match of the qualities of student work to the syllabus standards in most of the sample folios. Information gathered at comparability will be used to inform the 2011 quality assurance procedures and processes.

Course coverage

The sample folios at comparability indicated that the mandatory aspects in the syllabus (p.29) had been addressed. These aspects include the general objectives of Knowledge, and Research and development, and the four topics of study, Social and ethical issues, Human–computer interaction, Information and intelligent systems, and Software and system engineering.

In general, the subject matter within each topic of study was covered sufficiently and evident within assessment instruments. However, within Information and intelligent systems, evidence of the full information systems design process is required. As indicated in Section 7.3 of the syllabus (p.15), using a fact-oriented design method should be explored as core subject matter. Learning experiences which provide opportunities to work through all stages of the fact-oriented design method should be evident to allow students to meet syllabus standards.
Quality of assessment

Effective assessment instruments provide opportunities for students to demonstrate achievement in the general objectives across the range of standards. In particular, the design of written tasks and projects, which involve the application of problem-solving techniques, allow students to develop responses that are analytical and evaluative in nature. As a result, students have opportunities to demonstrate their abilities in all dimensions across the range of syllabus standards (pp. 36–37).

The design of task-specific criteria sheets must always align with the syllabus criteria (pp. 31-32) and the standard descriptors (pp. 36-37). In particular, it should be noted that evaluation (rather than reflection) is an important aspect of Criterion 2: Research and development. Evaluation involves the appraisal of ideas, works, solutions, methods and materials using appropriate criteria. It may also involve the ability to use evidence in making judgments about the extent to which alternative ideas, viewpoints, proposals and solutions to a problem are appropriate, effective or satisfying (syllabus, pp. 31–32).

Subject support

Support materials for the IPT senior syllabus 2004 are available from the QSA website at <www.qsa.qld.edu.au/2155.html>. These include:

- Designing effective assessment instruments. This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.
- Quality assuring senior assessment instruments: A tool for schools. This is a useful tool to evaluate and refine an assessment instrument after it has been constructed.

Additional support materials for the IPT senior syllabus 2010 are available from the QSA website at <www.qsa.qld.edu.au/11678.html>. These include:

- work program requirements
- work program review checklist
- subject-specific advice on syllabus standards; this highlights approaches to assessment design and making judgments upon the subject’s criteria.

To receive regular updates on support materials, teachers can subscribe to the QSA News RSS (Really Simple Syndication) feed at <www.qsa.qld.edu.au/index.html>.

QSA memos also provide important information. These can be received through the memo subscriptions service. This service is available at <www.qsa.qld.edu.au/qsa_secure/memos.act>.

For information about future workshops for Information Processing and Technology refer to the QSA website at <www.qsa.qld.edu.au/3323.html>.

Ross Jardine    John Langer
State Review Panel Chair  Senior Education Officer
Information Technology Systems — A26

Syllabus

The Information Technology Systems syllabus is in its fourth year of implementation. This syllabus was amended (to reflect requirements for Certificate II in Information Technology) in February 2010. The syllabus and support materials are available from the QSA website at <www.qsa.qld.edu.au/2157.html>.

Following notification to schools that embedded VET is to be removed from Authority syllabuses, the Information Technology Systems syllabus will be reviewed in 2011. In 2012, Year 11 students will be the final cohort to study the 2006 syllabus. Further information is available at <www.qsa.qld.edu.au/memos/10/065-10.pdf>.

Feedback from districts

During 2010 a number of schools lodged amendments to their work programs, all of which have been approved. There has been an additional district panel created as a result of an increase in the number of schools offering Information Technology Systems in 2010.

District review panels noted an increase in the number of schools submitting electronic student folios at verification. Schools must be careful with the organisation and format of the files to help panels access the evidence provided. A combination of electronic files with hardcopies has proved to be the best method. Inclusion of selected screenshots continues to provide supporting evidence when the digital product is not submitted.

Statewide comparability

The state panel found evidence to support district panel decisions of the match of the qualities of student work to the syllabus standards in most of the sample folios. Information gathered at comparability will be used to inform the 2011 quality assurance procedures and processes.

Course coverage

Most schools are successfully implementing the requirements of the 2006 syllabus. Courses of study are required to blend the five threads with the core and extension material. In some instances, evidence of the inclusion of the Social and ethical issues thread is unclear.

“Evaluation involves making and justifying judgments about contexts, inputs, processes and products, using appropriate criteria” (syllabus Section 7.8). The Contexts, Inputs, Processes and Products (CIPP) model in the Evaluation aspect of the Problem-solving criterion is the evaluation model to be implemented in the 2006 syllabus. The most effective demonstration of the CIPP model in project-based student work is usually evident when it has been planned and implemented commencing in Year 11, enabling students to implement the CIPP model confidently in familiar and unfamiliar contexts, throughout the two-year course of study.
Quality of assessment

The samples reviewed provided sufficient scope for students to demonstrate a range of standards across the general objectives.

Instrument-specific criteria sheets are being used across most districts as per syllabus requirements. Criteria sheets provide evidence of how students meet standards associated with the exit criteria and directly align to the syllabus standards descriptors. Examples of instrument-specific criteria sheets are available on the QSA website at <www.qsa.qld.edu.au/2157.html>.

Effective assessment instruments clearly articulate the task requirements and use and expect language that represents the genre and technical ideas required, for example, using technical language (facts, terms, methods and procedures) that matches with web design language.

Effective projects are those that are client-focused, allow students to demonstrate all phases of the Design, Develop and Evaluate (DDE) cycle as outlined in the project development model through one task, and provide opportunities for students to demonstrate their skills in all three criteria. The syllabus (Section 7.5) requires that a project is documented through all its phases commencing with the design phase. Evidence of this phase may take into consideration the making of informed judgments around product development that meets market expectation and client needs. Screen captures may provide evidence of the development phase of the process.

The syllabus (Appendix) clearly articulates the differences between each of the three criteria through a web design project that incorporates the five threads.

Subject support

Support materials for the Information Technology Systems 2006 senior syllabus are available from the subject page on the QSA website. These include:

- **Designing effective assessment instruments.** This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.

- **Quality assuring senior assessment instruments: A tool for schools.** This is a useful tool to evaluate and refine an assessment instrument after it has been constructed.

To receive regular updates on support materials, teachers can subscribe to the QSA News RSS (Really Simple Syndication) feed at <www.qsa.qld.edu.au/index.html>.

QSA memos also provide important information. These can be received through the memo subscriptions service at <www.qsa.qld.edu.au/qsa_secure/memos.act>.

For information about future workshops for Information Technology Systems refer to the QSA website at <www.qsa.qld.edu.au/6776.html>.

Col Thompson    Robyn Bergmansons
State Review Panel Chair   Senior Education Officer
Italian — B04

Syllabus

The 2008 Italian syllabus is in its second year of implementation. The syllabus and support materials are available from the QSA website at <www.qsa.qld.edu.au/4912.html>.

Feedback from panel

The state panel is responsible for the verification of school judgments across the state. The panel generally found sufficient evidence of the match of student work with syllabus standards and provides the following advice:

- Texts designed to be read may disadvantage students when they are used for Listening assessment, as the language is usually much more complex.
- Some Listening and Reading texts used were not challenging enough, or questions did not prompt students to demonstrate analysis, evaluation, conclusions and decisions.
- The source of a text may need to be given to enable full comprehension, e.g. “read this article from a youth magazine and answer the following questions”.
- Cultural meanings need to be seen in student responses in Listening and Reading.
- The expected speed of a Listening text is given in the syllabus (8.3.1): “spoken in the slower range of normal background speaker rate of utterance”.
- To enable review panels to identify the correct Speaking sample, CD/DVD tracks must be clearly labelled, e.g. “mid A”, or “low B”. Use a common format, e.g. MP3 or MP4, and check that the recording is audible before submitting it.
- Criteria grids containing the standards schemas need to be clearly annotated to indicate how judgments are made, e.g. by underlining, circling, or highlighting aspects of the descriptors that match student work. This makes the process of grading student work transparent and defensible. Students gain feedback on their achievement and indications of how they can improve, and teachers and reviewers can see how decisions about levels of achievement have been made.
- Conditions of assessment (see syllabus 8.3) should be clearly detailed on assessment instruments. These include:
  - the amount of time students have to complete the task
  - the text type and length of the task, e.g. an article for a student newspaper of approximately 200 words
  - the language in which the answers are to be written
  - whether the Speaking is prepared (to be followed by impromptu questions) or unprepared (for which 10 minutes is allowed for students to compose their thoughts and make notes if they wish)
  - the number of times a Listening text will be heard
  - whether a dictionary could be used for Writing.
Course coverage

There is consistent application of the mandatory aspects of the syllabus across the state.

Quality of assessment

- In communication tasks students need to show what they have learnt and the standards descriptors. Tasks need to elicit extended complex language that uses a wide range of vocabulary and grammar, ideas that are conveyed spontaneously with flexibility and originality, and a range of tenses and cohesive devices.

- Effective comprehension instruments contain a variety of texts of appropriate length for the time allocated. Limiting the number of questions allows for the demonstration of Reasoning and Responding without revealing the content of the text. The Knowledge and understanding criterion can still be demonstrated as students use details from the text to justify their interpretations, conclusions and decisions.

- The length of listening texts should be appropriate to the text type. (Listening tasks assess comprehension, not memory.) A balance between a variety of text types and the number, length and complexity of these texts is needed — see syllabus 8.3.

Subject support

Support materials are available at <www.qsa.qld.edu.au/4912.html> including:

- **Designing effective assessment instruments.** This discusses the design of effective instruments that provide opportunities for students to demonstrate coverage of the syllabus general objectives and standards.

- **Quality assuring senior assessment instruments: A tool for schools.** This is a useful tool to evaluate and refine an assessment instrument after it has been constructed.

Additional languages-specific support materials on the website include *Assessment design principles and practice*, sample assessment instruments, sample instruments and responses, and frequently asked questions.

To receive regular updates on support materials, teachers can subscribe to the QSA News RSS (Really Simple Syndication) feed at <www.qsa.qld.edu.au/index.html>.

QSA memos also provide important information. These can be received through the memo subscriptions service at <www.qsa.qld.edu.au/qsa_secure/memos.act>.

For information about future workshops for Languages refer to the QSA website at <www.qsa.qld.edu.au/3323.html>.

Sarina Kearney Lester Ford
State Review Panel Chair Senior Education Officer
Japanese — B05

Syllabus

The 2008 syllabus is in its second year of implementation. The syllabus and support materials are available from the QSA website at <www.qsa.qld.edu.au/4833.html>.

Feedback from districts

Approval processes indicated that non-approved work programs did not meet the syllabus minimum requirements including the use of Japanese-specific writing criteria, assessment requirements for verification and the inclusion of all mandatory kanji.

The syllabus recommends that complexity of tasks be relative to the stage of the course and opportunities for students in composite classes should reflect that relative complexity. Refer to the syllabus Section 6.3 for clarification.

Recorded evidence used to support judgments needs to be audible.

When completing documentation for a Variable progression rate (VPR) cohort refer to the A–Z of Moderation at <www.qsa.qld.edu.au/1426.html>.

Statewide comparability

Comparability is the process by which state review panels collect information about the extent to which judgments about levels of achievement are comparable across the state. The state panel found evidence to support district panel decisions of the match of the qualities of student work in sample folios to the syllabus standards.

Course coverage

While there is a greater requirement of kanji in this syllabus, evidence in sample folios of student work did not demonstrate this. Mandatory kanji required by the syllabus are listed in Appendix 4, p. 64, of the syllabus and are also available from the QSA website.

Effective assessment tasks for composite classes differentiate between the complexities of language and skills of the Year 11 and Year 12 cohorts. When both year levels complete the same test instrument, the assessment should be amended or adapted to provide the appropriate opportunities. Refer to Section 6.3 of the syllabus for clarification.

Course coverage was demonstrated through assessment that provided students with the opportunities to cover a range of topics and text types and allowed for the coverage of the general objectives across the four macroskills. Meeting verification folio requirements of two responses in each macroskill provides the best opportunity for students to demonstrate course coverage.
Quality of assessment

The Reasoning and responding dimension of the Comprehension criterion was introduced to more accurately reflect the different reasoning processes students are exposed to and required to use in languages. This should not be seen as a change in the general objectives or focus of the syllabus. The previous use of Deduction and appreciation was not inclusive of the full range of reasoning processes evident in the syllabus.

Further, the separation of Reasoning and responding, and Knowledge and understanding in assessment instruments (Comprehension) does not allow for the use of reasoning process to, for example, induce language required in more content style questions. Both are dimensions of the Comprehension criterion and are assessed together.

When designing effective assessment consider the relevant mandatory aspects of the syllabus. Broader questions or tasks may provide as much evidence as more detailed or specific questions. The length of a task does not determine its quality. Items that give information about the text or provide answers to other questions may limit the opportunity for students to demonstrate all aspects of the standards.

Assessment instruments need to provide opportunities for students to demonstrate the standards across all levels of achievement. Effective listening and reading assessment instruments should allow for the demonstration of reasoning skills that are substantiated by the use of information from the text. When evaluating information and ideas, justification must be based on information found in the text and be relevant to the conclusions and judgments. Opportunities are provided to demonstrate aspects of the Reasoning and responding dimension when questions require students to analyse, evaluate, draw conclusions and make decisions as well as demonstrate knowledge and understanding of language features.

While there was evidence of the effective discrimination between the Standards A and B responses, the lower levels of achievement, particularly in the productive skills, were not so clearly matched to the appropriate standards. Opportunities should be provided through the specific task requirements.

Assessment tasks explicitly identify the qualities of the standards to be demonstrated in student responses. Judgments made by teachers need to match the aspects of criterion being assessed. With the reduction of assessment instruments required by the new syllabus, ensure that a range of assessment techniques and conditions are used in determining exit levels of achievement across the entire course.

While most schools are using the appropriate criteria sheets, some schools are using those from the previous syllabus which do not match student responses to syllabus requirements. Refer to pages 46–49 of the syllabus for clarification.

Instrument-specific criteria sheets drawn from the standards in the 2008 syllabus need to be used with all assessment instruments. Standards descriptors that are not being demonstrated in particular assessment items should be removed from the criteria sheet.
Subject support

Support materials for the Japanese senior syllabus 2008 are available from the QSA website at <www.qsa.qld.edu.au/4833.html>. These include:

- Assessment design principles and practices — Languages
- work program requirements and work program review checklist
- highlighted standards
- sample assessment instruments and sample student responses.

Additional support materials are available on this page and include:

- Designing effective assessment instruments. This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.
- Quality assuring senior assessment instruments: A tool for schools. This is a useful tool to evaluate and refine an assessment instrument.

To receive regular updates on support materials, teachers can subscribe to the QSA News RSS (Really Simple Syndication) feed at <www.qsa.qld.edu.au/index.html>.

QSA memos also provide important information. These can be received through the memo subscriptions service at <www.qsa.qld.edu.au/qsa_secure/memos.act>.


Greg Dabelstein              Shauna Bouel
State Review Panel Chair     Senior Education Officer
B21 Legal Studies

Syllabus

The Legal Studies senior syllabus 2007 is in its third year of general implementation. The syllabus and support materials are available on the QSA website at <www.qsa.qld.edu.au/1535.html>.

Feedback from districts

All schools currently offering Legal Studies have approved work programs. At verification district panels were able to locate evidence to substantiate school proposals for the interim placement of most samples. The feedback from districts centred on task design as some students were not being given the opportunity to demonstrate the range of standards in investigation and evaluation.

All assessment instruments used in Legal Studies should be accompanied by instrument-specific criteria sheets which are drawn from and match with the 2007 syllabus standards descriptors.

Statewide comparability

Comparability is the process by which state review panels collect information about the extent to which judgments about levels of achievement are comparable across the state. The state panel found evidence to support district panel decisions of the match of the qualities of student work to the syllabus standards in most of the sample folios.

Course coverage

Across the state, schools have provided evidence of appropriate course coverage. Feedback from panel made reference to the fact that student responses at times tended to discuss social issues as opposed to legal ones. The framework in Section 4 (Methodology) on page 6 of the syllabus supports students to realise the objectives of the course and can be used as a problem-solving strategy that focuses on the law.

Quality of assessment

An assessment program in Legal Studies should consider a number of factors (syllabus p.44) including the general objectives and the exit criteria and standards. While many student folios contained responses to a range of challenging assessment instruments, in some instances instrument design did not give students the opportunity to demonstrate their ability across the criteria, particularly in investigation and evaluation.

Some of the most effective instruments required students to respond to a specific issue rather than broad general topics. In these instruments evaluation was an integral component. The context for these instruments was often set with appropriately cited stimulus, such as a quote which highlighted the issue under consideration. While instruments that required students to respond to case studies provided opportunities for
the demonstration of investigation skills, they provided only limited opportunities to demonstrate in-depth evaluation. Consideration should be given to the stem of the question when designing assessment instruments as using the word “evaluate” is not a sufficient explanation of what is required in the response.

Conversely, instruments that required students to gather large quantities of information, without directing students to investigate and evaluate the information constructively, limited the opportunity for students to respond to the investigation and evaluation criteria. This applies to the independent study in particular.

Instrument design should consider the balance between legal and social issues as some assessment instruments are not allowing students to consider the legal issues. A question that asks students to comment on the social relevance of the legal outcomes may not be sufficient for students to address the evaluation criterion.

Instruments also need to be suitably challenging to provide opportunities for students to demonstrate the range of standards. The opportunities that short responses provide must be considered when choosing this assessment technique. The syllabus (p.46) recommends that only knowledge and understanding and investigation can adequately be assessed by this technique.

**Subject support**

Support materials for the Legal Studies senior syllabus 2007 are available from the QSA website at <www.qsa.qld.edu.au/1535.html>. These include:

- *Designing effective assessment instruments*. This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.

- *Quality assuring senior assessment instruments: A tool for schools*. This is a useful tool to evaluate and refine an assessment instrument.

- *Highlighted syllabus standards*. This highlights approaches to assessment design and making judgments upon the subject’s criteria.

- Sample assessment instruments. These sample instruments demonstrate particular qualities of assessment, which are outlined in the annotations. They are intended to help teachers generate assessment instruments for their school settings. Sample assessment instruments with student responses are being added to the website.

- *Quality Assuring School-based assessment in Years 11–12*. This DVD provides an explanation of the processes associated with quality assurance.

To receive regular updates on support materials, teachers can subscribe to the QSA News RSS (Really Simple Syndication) feed at <www.qsa.qld.edu.au/index.html>.

QSA memos also provide important information. These can be received through the memo subscriptions service at <www.qsa.qld.edu.au/qsa_secure/memos.act>.

For information about future workshops for Legal Studies refer to the QSA website at <www.qsa.qld.edu.au/3323.html>.

Karyl Young  
State Review Panel Chair  
Beryl McLachlan  
Senior Education Officer
Marine Studies — A27

Syllabus


New work programs for schools teaching Marine Studies for the first time should be submitted by the end of Term 1, 2011. The Marine Studies work program requirements are available on the subject webpage. For schools wishing to amend an approved work program the cover page for amendment to a work program can also be found on the subject webpage.

Feedback from districts

Several districts are recruiting new panellists to improve panel strength. Teachers interested in joining a panel should contact the coordinator in their district. Verification proceeded smoothly with only minor issues identified. Advice provided to schools related to task design, in particular, extended responses under exam conditions providing opportunities for students at the A or B standards. Some tasks did not allow students to “critically analyse to establish relationships, trends, and/or anomalies in information” (p. 57 syllabus).

Instrument-specific criteria sheets need to be derived from the standards associated with exit criteria of the Marine Studies syllabus (pp. 55–57). Highlighted syllabus standards are available on the subject webpage of the QSA website.

Statewide comparability

Comparability is the process by which state review panels collect information about the extent to which judgements about levels of achievement are comparable across the state. The state panel found evidence to support district panel decisions of the match of the qualities of student work in sample folios to the syllabus standards.

Course coverage

Appropriate course coverage was evident across the state and a variety of assessment instruments were presented.

Quality of assessment

Assessment instruments for the Knowledge and understanding criterion consistently provided students with opportunities to demonstrate the C standard qualities “recall simple subject matter”, “identify and describe relationships” and “apply learned procedures and concepts”. Opportunities to demonstrate the A standard qualities “explain complex relationships and apply procedures to complex and challenging tasks” need further development.
Assessment instruments for the Information processing and reasoning (IPR) criterion need to provide opportunities for students to “critically analyse, draw conclusions, justify decisions, reflect on processes and generalise” (p. 57 syllabus standards).

Assessment instruments that provide students with opportunities to demonstrate the full range of standards are those that provide students with the opportunity to plan the collection and manipulation of data that is then critically analysed and discussed in a detailed response. Activities such as field trips and investigative research tasks can provide these opportunities.

The documents *Designing effective assessment instruments* and *Quality assuring senior assessment instruments: A tool for schools* have been developed to assist teachers to develop and quality-assure their own assessment instruments. Both documents are available on the subject page of the QSA website.

**Subject support**

Panel training occurred across the districts in Term 3. To further assist panellists the DVD *Quality assuring school-based assessment in Years 11–12: Moderation and reviewing* is available at <www.qsa.qld.edu.au/12059.html>. This DVD provides an explanation of the processes associated with quality assurance.

Other support materials for Marine Studies available on the subject page of the QSA website at <www.qsa.qld.edu.au/1956.html> include:

- *Designing effective assessment instruments*
- *Quality assuring senior assessment instruments: A tool for schools*
- work program requirements
- amendment to approved work program
- highlighted syllabus standards
- curriculum glossary for senior sciences
- information about Restricted Coxswain qualification and changes to national legislation affecting boating topics.

To receive regular updates on support materials, teachers can subscribe to the QSA News RSS (Really Simple Syndication) feed at <www.qsa.qld.edu.au/index.html>.

QSA memos also provide important information. These can be received through the memo subscriptions service at <www.qsa.qld.edu.au/qsa_secure/memos.act>.

For information about future workshops for Marine Studies refer to the QSA website at <www.qsa.qld.edu.au/3323.html>.

Tanya Martin  
State Review Panel Chair

Satu Cooper  
Senior Education Officer
Mathematics A — A36

Syllabus

The 2008 Mathematics A senior syllabus is in its second year of implementation. In 2010, the first cohort of Year 12 students exited under this syllabus.

Feedback from districts

All work programs have been approved for implementation and some schools are reviewing their current programs and submitting amendments for 2011.

District review panels identified some issues relating to:

- matching evidence in some sample folios with the standard awarded
- providing students with sufficient opportunities to demonstrate achievement in the general objectives, in particular the Modelling and problem-solving criterion
- atypical sample folios in relation to verification submissions; information for protocols on atypical folios is found in the *A-Z of Senior Moderation* which can be found on the QSA website at <www.qsa.qld.edu.au/1426.html>
- sample folios chosen for verification submissions — information for the preparation of a verification submission can be found on the QSA website at <www.qsa.qld.edu.au/1426.html>.

Statewide comparability

Comparability is the process by which state review panels collect information about the extent to which judgments about levels of achievement are comparable across the state. The state panel found evidence to support district panel decisions of the match of the qualities of student work in sample folios to the syllabus standards.

Course coverage

Evidence in most sample folios suggests that learning experiences provided to students have been designed around the general objectives, the principles of a balanced course and the mandatory aspects of the syllabus.

Evidence in most sample folios suggests adequate coverage of subject matter, topics and electives.

In some cases there was insufficient evidence of the study of elective topics which is a requirement for the award of the exit levels of achievement of High Achievement and Very High Achievement (syllabus section 4.1).
Quality of assessment

Evidence in most sample folios suggested that assessment instruments provide students with the opportunity to demonstrate the full range of standards across the general objectives. Some sample folios did not provide sufficient opportunities for students to show evidence of “investigation of alternative solutions and/or procedures” (M&P), “reflection/recognition of the strengths and limitations of the model” (M&P) and “justification of the reasonableness of results” (C&J).

Assessment instruments should provide a range of opportunities for students to produce evidence across the full range of criteria and standards. Assessment instruments should clearly articulate requirements and explicitly ask students to provide evidence of syllabus requirements.

Task-specific criteria sheets should align directly with the syllabus standard descriptors and provide evidence of how students meet exit standards.

Subject support

Support materials for the Mathematics A senior syllabus 2008 are available from the QSA website at <www.qsa.qld.edu.au/1888.html>. These include:

- *Designing effective assessment instruments*. This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.

- *Quality assuring senior assessment instruments: A tool for schools*. This is a useful tool to evaluate and refine an assessment instrument after it has been constructed.

Additional support materials for the Mathematics A senior syllabus 2008 are available from the QSA website at <www.qsa.qld.edu.au/1888.html>. These include:

To receive regular updates on support materials, teachers can subscribe to the QSA News RSS (Really Simple Syndication) feed at <www.qsa.qld.edu.au/index.html>.

QSA memos also provide important information. These can be received through the memo subscriptions service at <www.qsa.qld.edu.au/qsa_secure/memos.act>.

For information about future workshops for Mathematics A refer to the QSA website at <www.qsa.qld.edu.au/3323.html>.

State Review Panel Chair
Andrew Foster

Senior Education Officer
Maree Peppin
Mathematics B — A37

Syllabus

In 2010, the first cohort of Year 12 students exited under the 2008 syllabus.

Feedback from districts

Monitoring at the beginning of 2010 showed that schools were implementing the revised syllabus and making reasonable judgments about levels of achievement. At verification, there were some concerns regarding the appropriateness of relative achievement decisions, but most of these were able to be resolved before comparability.

All work programs have been approved for schools offering Mathematics B under the 2008 syllabus.

Statewide comparability

Comparability is the process by which state review panels collect information about the extent to which judgments about levels of achievement are comparable across the state. The state panel found evidence to support district panel decisions of the match of the qualities of student work to the syllabus standards in most of the sample folios. Information gathered at comparability will be used to inform the 2011 quality assurance procedures and processes.

Course coverage

The mandatory aspects of the syllabus have been well represented in assessment instruments across the samples provided to the state panel.

The subject matter has been adequately covered in most instances. There are still a few instances of schools including topics beyond the syllabus, e.g. trig identities, conics.

Quality of assessment

Most schools provided opportunities for students to demonstrate achievement in the general objectives across the range of standards.

There was a variety and diversity of assessment types (e.g. multiple choice, short response, and extended tasks) across the assessment packages. Appropriate use of technology was widely evident.

Some consideration should be given to:

- a balance between purely mathematical questions and life-related ones
- open-endedness in extended modelling and problem-solving tasks
higher-order attributes in Modelling and problem solving, and Communication and justification, and consideration across the “range of topics” as per the syllabus

providing sufficient opportunities for C standard (i.e. simple routine, algebraic facility)

justification of reasonableness of results across the range of topics.

Subject support

Support materials for the Mathematics B senior syllabus 2008 are available from the QSA website at <www.qsa.qld.edu.au/1892.html>. These include:

- *Designing effective assessment instruments*. This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.

- *Quality assuring senior assessment instruments: A tool for schools*. This is a useful tool to evaluate and refine an assessment instrument after it has been constructed.

Additional support materials for the Mathematics B senior syllabus 2010 include:

- subject-specific advice on syllabus standards; this highlights approaches to assessment design and making judgments

- sample assessment instruments and responses.

Assessment workshops will be provided in semester 1, 2011. For information about these workshops refer to the QSA website at <www.qsa.qld.edu.au/3323.html>.

Peter Antrobus  
State Review Panel Chair

Wayne Stevens  
Senior Education Officer
Mathematics C — A38

Syllabus

In 2010, the first cohort of Year 12 students exited under the 2008 syllabus.

Feedback from districts

Monitoring at the beginning of 2010 showed that schools were implementing the revised syllabus and making reasonable judgments about levels of achievement. At verification, there were some concerns about the appropriateness of relative achievement decisions, but most of these issues were able to be resolved before comparability.

All schools offering Mathematics C now have approved work programs.

Statewide comparability

Comparability is the process by which state review panels collect information about the extent to which judgments about levels of achievement are comparable across the state. The state panel found evidence to support district panel decisions of the match of the qualities of student work to the syllabus standards in most of the sample folios. Information gathered at comparability will be used to inform the 2011 quality assurance procedures and processes.

Course coverage

The mandatory aspects of the syllabus have been well represented in assessment instruments across the samples provided to the state panel.

The subject matter has been adequately covered in these samples.

Quality of assessment

Most schools provided opportunities for students to demonstrate achievement in the general objectives across the range of standards.

Some evidence was found that questions in Modelling and problem solving were more appropriately placed in the Knowledge and procedures section of the assessment.

There was evidence of schools designing questions in the Dynamics option which did not “bring together concepts from both vectors and calculus”. We encourage schools to use Designing effective assessment instruments and/or Quality assuring senior assessment instruments: A tool for schools when constructing assessment instruments. Access details for these publications is shown below.

Instrument-specific criteria sheets, where used, were well designed. Clear and pertinent information was supplied to students through this process.
Subject support

Support materials for the Mathematics C senior syllabus 2008 are available from the QSA website at <www.qsa.qld.edu.au/1896.html>. These include:

- *Designing effective assessment instruments*. This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.

- *Quality assuring senior assessment instruments: A tool for schools*. This is a useful tool to evaluate and refine an assessment instrument after it has been constructed.

Additional support materials for the Mathematics C senior syllabus 2010 include:

- subject-specific advice on syllabus standards; this highlights approaches to assessment design and making judgments

- sample assessment instruments and responses.

Assessment workshops will be provided in Semester 1, 2011. For information about these workshops refer to the QSA website at <www.qsa.qld.edu.au/3323.html>.

Bevan Penrose  
State Review Panel Chair

Wayne Stevens  
Senior Education Officer
Modern History — B39

Syllabus

2010 was the sixth year of implementation of the 2004 syllabus. The syllabus and support materials are available from the QSA website at <www.qsa.qld.edu.au/2055.html>.

Feedback from districts

Work programs continue to provide range and scope in themes and inquiry topics and the elements of historical literacy evident in work programs continues to enable students to make the connection between content and concept, understanding and explanation, empathy and judgment. Feedback to schools after monitoring highlighted the importance of effective assessment design and will be considered in the development of assessment workshops and support materials.

Statewide comparability

Comparability is the process by which state review panels collect information about the extent to which judgments about levels of achievement are comparable across the state. Information gathered at comparability will be used to inform the 2011 quality assurance procedures and processes. The state panel found evidence to support district panel decisions of the match of the qualities of student work in sample folios to the syllabus standards.

Course coverage

The range of assessment instruments reviewed at comparability showed appropriate course coverage and engagement with the aspects of inquiry.

The aspects of inquiry are a mandatory part of the syllabus. They are referred to in Section 6, Learning experiences (pp. 19–20), Section 7, Themes and inquiry topics (pp. 26–43) and Section 8, Assessment and standards (pp. 57–59). The syllabus requires evidence of the aspects of inquiry to be present in Criterion 1 for folios demonstrating standards A to D.

Theme 7, Studies of diversity, and Theme 9, History and the global perspective, emphasise the “historical origins and developments” of issues. We recommend that teachers use pages 34 and 36 of the syllabus when choosing inquiry topics and designing assessment instruments for these themes.

Quality of assessment

Applying the full range of standards descriptors in both Years 11 and 12 will allow students the best opportunity to fulfil the general objectives of the syllabus. Quality assessment instruments are designed to effectively address the sub-criteria of each
criterion and this can be facilitated by reference to the A standard descriptors (syllabus p. 57) and the glossary (syllabus pp. 70–71).

**Category 1: Extended written response to historical evidence**

The state review panel was encouraged by the quality of student responses to this category of assessment. Best practice was evident when the design of this instrument avoided broad, philosophical questions in favour of specific historical issues that allowed for contention and argument. Well chosen source material allowed students to derive their response largely from the sources. The syllabus requires Category 1 assessment to be a response to an “unseen” question under exam conditions. Therefore this instrument must be completed in one sitting and may not be administered over two days.

**Categories 2 and 3: Research tasks**

The state review panel noted the high quality of Category 2 and 3 research tasks. Engaging, creative responses based on conceptually complex issues were acknowledged. Original and comprehensive records of research were also evidenced. Folios provided evidence of critical reflection during research and most folios provided evidence of signposting when critically forming historical knowledge.

Some research assignments continue to be narrative, descriptive, or based on contemporary social issues with little or no historical context. Close application of the aspects of inquiry, with sub-questions derived from aspects 3 and 4, will ensure that responses fulfil the stated standards.

The syllabus (pp. 50–51) states that a rationale that acknowledges the origins of the research question is expected. The syllabus requires the use by students of a “recognised system of referencing” (pp. 57–59). There is no requirement for an annotated bibliography but, if one is used, it does not replace the requirement to “evaluate” within the text.

**Category 4: Additional test formats**

The syllabus requires that all essay tests in Category 4 are “unseen” and without notes or sources. Where an unseen essay is chosen as a Category 4 technique, it is important that students will have an opportunity to make definite reference to significant sources that have been studied in class, otherwise it becomes difficult to assess Criterion 2 and meet the standards descriptors. It is acceptable for a school to set an unseen essay that assesses Criterion 3 only, but this may not be a post-verification assessment instrument.

**Subject support**

Support materials for the Modern History senior syllabus 2004 are available from the QSA website at <www.qsa.qld.edu.au/2055.html>. These include:

- **Designing effective assessment instruments.** This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.
- **Quality assuring senior assessment instruments: A tool for schools.** This is a useful tool to evaluate and refine an assessment instrument after it has been constructed.
Subject-specific advice. A range of documents providing advice on the key features of each category of assessment and using the criteria and standards.

Sample assessment instruments.

Sample instruments with annotated student responses.

To receive regular updates on support materials, teachers can subscribe to the QSA News RSS (Really Simple Syndication) feed at <www.qsa.qld.edu.au/index.html>.

QSA memos also provide important information. These can be received through the memo subscriptions service at <www.qsa.qld.edu.au/qsa_secure/memos.act>.

For information about future workshops for Modern History refer to the QSA website at <www.qsa.qld.edu.au/3323.html>.

Kevin McAlinden             Lyn Sherington
State Review Panel Chair    Senior Education Officer
Multi-strand Science — A08

Syllabus


As the Multi-strand syllabus is being phased out in 2010–2011, new work programs will not be approved after 2010. Amendments to work programs for the current cohort should be uploaded by the end of Term 1, 2011. The cover page for amendment to a work program can be found on the Multi-strand Science subject page of the QSA website.

Feedback from districts

The common themes in advice provided to schools related to assessment instrument design. Assessment instruments should provide opportunities for students to demonstrate a broad range of higher-order thinking skills in the Complex reasoning general objective (syllabus, page 7). Decisions about student achievement should be made using syllabus descriptors.

Several members of state panel were coopted to assist in district panel meetings to supplement panel strength and ensure quality reviews could be undertaken at monitoring and verification.

Statewide comparability

Comparability is the process by which state review panels collect information about the extent to which judgments about levels of achievement are comparable across the state. The state panel found evidence to support district panel decisions of the match of the qualities of student work in sample folios to the syllabus standards.

Course coverage

Coverage of core and elective topics was evident across the state and a variety of assessment instruments were presented. Assessment instruments could be extended to provide opportunities for students to demonstrate “devising and designing simple investigations” and “creative and/or critical thinking” (Scientific process and Complex reasoning objectives, pp. 6–7).

Quality of assessment

The most effective assessment instruments for Complex reasoning were those that provided open-ended extended response opportunities to novel tasks. These tasks typically provided excellent discrimination based on a broad range of creative and critical thinking outcomes.
Similarly, examples of good practice in Scientific process around the “devise and
design of simple investigations” provided the opportunity for students to develop a
methodology, and collect and analyse data to supplied investigable questions.

The documents *Designing effective assessment instruments* and *Quality assuring
senior assessment instruments: A tool for schools* have been developed to assist
teachers to develop and quality assure their own assessment instruments. Both
documents are available on the Multi-strand Science page of the QSA website.

**Subject support**

Support materials for the Multi-strand Science senior syllabus 1998 are available from
the QSA website at <www.qsa.qld.edu.au/1958.html>. These include:

- *Designing effective assessment instruments*. This document helps teachers design
effective assessment instruments that give students the opportunity to cover the
syllabus general objectives and demonstrate the syllabus standards.

- *Quality assuring senior assessment instruments: A tool for schools*. This is a useful
tool to evaluate and refine an assessment instrument after it has been constructed.

- Work program review checklist.

- Amendment to approved work program.

- Curriculum glossary for senior sciences.

- Subject guide.

To receive regular updates on support materials, teachers can subscribe to the QSA

QSA memos also provide important information. These can be received through the

The DVD *Quality assuring school-based assessment in Years 11–12: Moderation and
reviewing* is available at <www.qsa.qld.edu.au/12059.html>. This DVD provides an
explanation of the processes associated with quality assurance.

Terry Rudder    Satu Cooper
State Review Panel Chair      Senior Education Officer
Music — B26

Syllabus

The 2004 Senior Music syllabus is in its fifth year of implementation. The syllabus and support materials are available from the QSA website at <www.qsa.qld.edu.au/1249.html>.

Feedback from districts

There were very few new work programs submitted for approval, but several amendments to existing work programs have been submitted to meet the changing needs of students and staff.

Feedback at both monitoring and verification indicated that in the Analysing repertoire dimension, refinement of assessment instruments was necessary as was greater consistency in the application of standards to student responses. The requirements for verification folios are outlined in Section 6.6 of the syllabus, from page 28.

Section 6.7 of the syllabus (pp. 31–32) outlines the awarding of an exit level of achievement. There were some instances where levels of achievement were awarded in a manner inconsistent with the minimum combination of standards outlined in Table 3.

Statewide comparability

Comparability is the process by which state review panels collect information about the extent to which judgments about levels of achievement are comparable across the state. Across most districts, the state panel found sufficient evidence of the match of the qualities of student work with the syllabus standards descriptors to support district panel decisions. Information gathered at comparability will be used to inform the 2011 quality assurance procedures and processes.

Course coverage

Overall, schools are effectively implementing the mandatory aspects of the syllabus. Composing and Performing tasks provide a variety of opportunities for students to show their ability in these areas. Analysing Repertoire tasks did not always provide the depth and breadth required for students to demonstrate their full ability in this dimension.

Quality of assessment

Analysing repertoire

The most effectively designed Analysing repertoire tasks explicitly direct students to deconstruct and evaluate repertoire and apply their understanding to unstudied repertoire. Assessment tasks that explicitly require student to deconstruct and evaluate
also elicit more effective responses than those requiring students to “discuss” or “comment on” (see syllabus Section 6.4.1, p. 22).

The following common definitions of these words may be helpful to teachers’ understanding of them and their role in Analysing repertoire.

- **Deconstruction** is the process of breaking a complex topic into smaller parts to gain a better understanding of it. This is similar to “analysis” and poses the question: “what” is in a piece of music?

- **Evaluation** involves presenting and defending opinions by making judgments about information, validity of ideas or quality of work; usually from the information gained through deconstruction. When students evaluate repertoire, they make judgments about “why” and “how” musical elements, compositional devices and aspects of context, style and genre interrelate and are manipulated within pieces of music (to portray a particular style/mood, for example).

**Composing**

High-quality Composing assessment tasks are ones where the combination of musical elements and compositional devices, not the manner of presentation (recorded sound or scores), is the focus. Students can present their compositions as a score (traditional, graphic or contemporary) and/or a sound recording. This is important when considering standards for composing. Non-musical and technological aspects of presentation should not form the basis of decisions regarding composing responses. The Composing criterion clarifies this emphasis on musical aspects: “Students combine the musical elements and compositional devices to create music that is within a context and/or genre, and which expresses style” (page 22).

**Performing**

The most effective performances are those in which the students present in a polished manner, irrespective of the style. Video evidence of these polished performances more fully demonstrates the standards, in particular Standard A, in convincingly communicating the music to audiences, as appropriate to the style and genre of the music. Please refer to syllabus pages 24 and 25 for further information. Effective Performing assessment tasks provide an authentic context, allowing students to present their work in a convincing mode. For example, performing in front of others and performing on a stage if possible, whilst considering aspects of performance presentation.

Where individual students both sing and play for their performance assessment, they may be marked as a unified whole, or nominate the instrument they will be assessed on: that is, either voice or the instrument being played.

**Subject support**

Assessment workshops for Senior Music are scheduled for Semester 1, 2011.

Support materials for the Music senior syllabus 2004 are available from the QSA website at [www.qsa.qld.edu.au/1249.html](http://www.qsa.qld.edu.au/1249.html) including:

- **Designing effective assessment instruments.** This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.
- **Quality assuring senior assessment instruments: A tool for schools.** This is a useful tool to evaluate and refine an assessment instrument after it has been constructed.
- Sample assessment instruments for a variety of assessment techniques including multimodal presentation, integrated project and extended written response.

To receive regular updates on support materials, teachers can subscribe to the QSA News RSS (Really Simple Syndication) feed at <www.qsa.qld.edu.au/index.html>.

QSA memos also provide important information. These can be received through the memo subscriptions service at <www.qsa.qld.edu.au/qsa_secure/memos.act>.

Helen O'Neill  Andrew Reid
State Review Panel Chair  Senior Education Officer
Music Extension — B36

Syllabus

The 2008 senior Music Extension syllabus is in its second year of implementation. The syllabus and support materials are available from the QSA website at <www.qsa.qld.edu.au/1249.html>.

Feedback from districts

The number of students presenting as performers still remains larger than as composers or musicologists.

Feedback at both monitoring and verification indicated that in the Investigation of music sources dimension refinement of some assessment instruments was necessary as was greater consistency in the application of standards to student responses. The requirements for monitoring and verification folios are outlined on page 26 of the syllabus.

Statewide comparability

Comparability is the process by which state review panels collect information about the extent to which judgments about levels of achievement are comparable across the state. Across most districts, the state panel found sufficient evidence of the match of the qualities of student work with the syllabus standards descriptors to support district panel decisions. Information gathered at comparability will be used to inform the 2011 quality assurance procedures and processes. The application of standards to the Investigating task remains problematic.

Course coverage

Overall, schools are effectively implementing the mandatory aspects of the syllabus. Effective planning of course coverage is demonstrated when students plan and prepare their Investigating and Realising programs for the entire year, without waiting until after monitoring to complete their Investigating and Realising responses. Effective Realising programs may be worked on from the start of the year.

The Investigating task is summative. At both monitoring and verification, one response to an Investigating task is to be included in student folios. At verification this may be the same task and student response submitted at monitoring, or a different task and student response completed post-monitoring, following the principles of selective updating (syllabus p. 26).

If a second Investigating task is submitted for verification, this is done under the Principles of selective updating on pages 18 and 19 of the syllabus. Selective updating must not involve students reworking and resubmitting previously graded responses to assessment instruments.
Quality of assessment

Investigation of music sources

The most effectively designed investigating tasks explicitly ask students to research, explore, analyse and synthesise evidence from a range of music sources and present their findings. Such assessment instruments elicit more effective responses than those requiring students to merely “discuss”, “comment on” or “research”.

The following common definitions of these words have been taken from Bloom’s taxonomy. They may be helpful to teachers’ understanding of them and their role in Investigation of music sources:

- **Analysis**: examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalisations.
- **Synthesis**: compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.

The best quality Investigating responses show clear evidence of research, exploration, analysis and synthesis of evidence from music sources, and students reach a conclusion rather than merely making observations.

Investigating tasks that are descriptive rather than analytical do not provide opportunities for students to demonstrate synthesis. Where assessment tasks are prescriptive, student investigations may lack depth and breadth of research, exploration, analysis and synthesis of evidence.

Quality Investigating assessment instruments allow for a variety of topics and response formats, following the conditions on page 22 of the syllabus. The syllabus lists proposed topics and learning experiences for investigation of music sources.

The most effective Investigating responses are ones where the presentation format best matches the type of investigation undertaken. For example; oral presentations with performed musical samples when analysing and synthesising performance techniques, and seminar situations.

Given the independent nature of the Music Extension course, students’ responses to Investigating tasks are of a higher quality when consideration is given to explicitly teaching students to respond to the Investigating task.

Realisation of the work

The overall standard of responses to Realisation of the work is exceptional.

Performance

The syllabus states that:

- the classroom teacher must be present at all live performances for assessment (p. 7).
- it is expected that all performances be presented in front of a live audience (p. 6).

Assessment instruments that include the terms “real” or “virtual” do not meet the conditions of the 2008 syllabus.

We encourage teachers to help students select repertoire that allows them to fully demonstrate the standards. This assists in the case where students perform on more
than one instrument and/or they accompany themselves in a vocal performance. Students should be counselled in doing this to ensure that they don’t disadvantage themselves if they are weaker in one instrument or their accompanying skills do not support their vocal performance when assessed as a whole.

The syllabus states that “the total time requirements for performances may be met in one continuous performance, at different points within a single event, or over a number of events” (page 25).

Musicology

While there are still not many students presenting this specialisation, the standard of the work in this specialisation is very good with an interesting and diverse range of topics.

Composition

There is an increase in the number of electronic styles of music. There are some very good compositions presented, but some do not allow students to demonstrate the higher standards. Although not mandatory, students may choose to include explanatory notes with their composition. This is especially important for avant-garde or contemporary/emerging styles and genres.

General

The standards and conditions from the 2008 Senior Music Extension syllabus must be used by all schools for assessment instruments. Assessment instruments using the standards and conditions from the 2006 trial-pilot syllabus are no longer current.

Guidelines for audiovisual documentation can be found in Section 7.5.4 on Page 25 of the syllabus.

Subject support

Support materials for the Music Extension senior syllabus 2008 are available from the QSA website at <www.qsa.qld.edu.au/5936.html> including:

- **Designing effective assessment instruments.** This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.
- **Quality assuring senior assessment instruments: A tool for schools.** This is a useful tool to evaluate and refine an assessment instrument after it has been constructed.
- Sample assessment instruments for a variety of assessment techniques including multimodal presentation, integrated project and extended written response.

To receive regular updates on support materials, teachers can subscribe to the QSA News RSS (Really Simple Syndication) feed at <www.qsa.qld.edu.au/index.html>.

QSA memos also provide important information. These can be received through the memo subscriptions service at <www.qsa.qld.edu.au/qsa_secure/memos.act>.

Lois Kavanagh  Andrew Reid
State Review Panel Chair  Senior Education Officer
Other languages — B32

Syllabus

The 2008 Korean, Latin, Modern Greek, Spanish and Vietnamese syllabuses are in the second year of implementation. The syllabuses and support materials are available from the QSA website at <www.qsa.qld.edu.au>.

Feedback from panel

The state panel is responsible for the verification of school judgments across the state. The panel generally found sufficient evidence of the match of student work with syllabus standards and provides the following advice:

- Texts designed to be read may disadvantage students when they are used for Listening assessment, as the language is usually much more complex.
- Some Listening and Reading texts used were not challenging enough, or questions did not prompt students to demonstrate analysis, evaluation, conclusions and decisions.
- The source of a text may need to be given to enable full comprehension, e.g. “read this article from a youth magazine and answer the following questions”.
- Cultural meanings need to be seen in student responses in Listening and Reading.
- The expected speed of a Listening text is given in the syllabus (8.3.1): “spoken in the slower range of normal background speaker rate of utterance.”
- To enable review panels to identify the correct Speaking sample, CD/DVD tracks must be clearly labelled, e.g. “mid A”, or ‘low B’. Use a common format, e.g. MP3 or MP4, and check that the recording is audible before submitting it.
- Criteria grids containing the standards schemas need to be clearly annotated to indicate how judgments are made, e.g. by underlining, circling, or highlighting aspects of the descriptors that match student work. This makes the process of grading student work transparent and defensible. Students gain feedback on their achievement and indications of how they can improve, and teachers and reviewers can see how decisions about levels of achievement have been made.
- Conditions of assessment (see syllabus 8.3) should be clearly detailed on assessment instruments. These include:
  - the amount of time students have to complete the task
  - the text type and length of the task, e.g. an article for a student newspaper of approximately 200 words
  - the language in which the answers are to be written
  - whether the Speaking is prepared (to be followed by impromptu questions) or unprepared (for which 10 minutes is allowed for students to compose their thoughts and make notes if they wish)
  - the number of times a Listening text will be heard
  - whether a dictionary could be used for Writing.
Course coverage

There is consistent application of the mandatory aspects of the syllabus across the state.

Quality of assessment

In Communication tasks students need to show what they have learnt and the standards descriptors. Tasks need to elicit extended complex language that uses a wide range of vocabulary and grammar, ideas that are conveyed spontaneously with flexibility and originality, and a range of tenses and cohesive devices.

Effective Comprehension instruments contain a variety of texts of appropriate length for the time allocated. Limiting the number of questions allows for the demonstration of Reasoning and Responding without revealing the content of the text. The Knowledge and understanding criterion can still be demonstrated as students use details from the text to justify their interpretations, conclusions and decisions.

The length of listening texts should be appropriate to the text type. (Listening tasks assess comprehension, not memory.) A balance between a variety of text types and the number, length and complexity of these texts is needed (see syllabus 8.3).

Subject support

Support materials are available at <www.qsa.qld.edu.au/1823.html> including:

- *Designing effective assessment instruments*. This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.

- *Quality assuring senior assessment instruments: A tool for schools*. This is a useful tool to evaluate and refine an assessment instrument after it has been constructed.

Additional languages-specific support materials on the website include *Assessment design principles and practice*, sample assessment instruments, sample instruments and responses, and frequently asked questions.

To receive regular updates on support materials, teachers can subscribe to the QSA News RSS (Really Simple Syndication) feed at <www.qsa.qld.edu.au/index.html>.

QSA memos also provide important information. These can be received through the memo subscriptions service at <www.qsa.qld.edu.au/qsa_secure/memos.act>.

For information about future workshops for Languages refer to the QSA website at <www.qsa.qld.edu.au/3323.html>.

George Orfanos     Lester Ford
State Review Panel Chair   Senior Education Officer
Philosophy and Reason — A14

Syllabus

The Philosophy and Reason senior syllabus 2004 completed its sixth year of general implementation in 2010. The syllabus and support materials are available from the QSA website at <www.qsa.qld.edu.au/2057.html>.

Monitoring and verification

Monitoring focused on course implementation, the effectiveness of assessment in allowing opportunities for students to demonstrate syllabus criteria across the range of standards, and decisions about interim levels of achievement. This advice provides valuable feedback to schools on assessment programs.

Verification provided advice to schools about school judgments on syllabus standards descriptors based upon evidence within sample folios.

Monitoring and verification meetings demonstrated successful uptake of the syllabus. Schools are demonstrating understandings of the opportunities the syllabus provides in courses of study and assessment programs.

Course coverage

Sample student folios indicated that all the dimensions of the assessable general objectives are evident in assessment instruments.

Assessment instruments in schools’ submissions provided evidence of sufficient coverage of syllabus subject matter, topics and treatment of electives.

Quality of assessment

Most of the assessment instruments included in monitoring and verification submissions provided opportunities for students to demonstrate achievement in the general objectives across the range of standards.

The syllabus provides advice on suggested assessment techniques in relation to specific topics. This advice supports schools in designing effective assessment instruments that allow demonstration of achievement of particular aspects of the assessment criteria and range of standards descriptors.

Further advice on designing instrument-specific criteria sheets that clearly indicate which aspects of the criteria and range of standards descriptors are being assessed is provided in the QSA publication *Designing effective assessment instruments* referred to below. Effectively designed criteria sheets are those that are specific to the assessment instrument, and clearly indicate which aspects of the dimensions and range of standards descriptors are being assessed.
Subject support

Support materials for the Philosophy and Reason senior syllabus 2004 are available from the QSA website at <www.qsa.qld.edu.au/2057.html>. These include:

- *Designing effective assessment instruments*. This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.

- *Quality assuring senior assessment instruments: a tool for schools*. This is a useful tool to evaluate and refine an assessment instrument after it has been constructed.

To receive regular updates on support materials, teachers can subscribe to the QSA News RSS (Really Simple Syndication) feed at <www.qsa.qld.edu.au/index.html>.

QSA memos also provide important information. These can be received through the memo subscriptions service at <www.qsa.qld.edu.au/qsa_secure/memos.act>.

Kirsti Ellerton
State Review Panel Chair

Ellen Connolly
Senior Education Officer
Physical Education — A24

Syllabus
The Physical Education senior syllabus 2004 is in its sixth year of implementation. It is to be used for the last time with Year 12 students in 2011.

In accordance with the current six-year cycle of review, a minor revision of the 2004 syllabus was undertaken in 2009. In 2010, a revised Physical Education senior syllabus was approved for general implementation. This is to be used for the first time with Year 11 students in 2011.

The Physical Education senior syllabus 2010 and support materials are available from the QSA website at <www.qsa.qld.edu.au/11366.html>.

Feedback from districts
While a number of submissions were not agreed to at verification, each of these were successfully negotiated and resolved by the district review panel chairs. Professional development at annual moderation conferences in recent years has focused on leadership and resolution strategies. This, combined with well-attended assessment workshops, has no doubt contributed to such positive outcomes.

Post-verification feedback from district review panels indicated that it is important for all parties involved in the moderation process to focus on the continual improvement of their understanding of syllabus standards and the match with student responses.

Panels also noted that substantiating schools’ judgments of the match of syllabus standard descriptors with students’ responses, is made more difficult when the submission does not include all the required evidence to support their judgments. When preparing submissions for either monitoring or verification schools should refer to:

- “Requirements for a verification folio” (2004 syllabus Section 7.6, pp. 57–58)
- Appendix: section “Video evidence in physical education” (2004 syllabus Section 11, pp. 66–68)

Other important information for the monitoring and verification process can be accessed through:

- A–Z of Senior Moderation, which can be found on the QSA website: <www.qsa.qld.edu.au> Years 10–12 > Moderation & quality assurance > Authority subjects > Moderation handbook, procedures and forms
- using standards to make judgments about student achievement in Authority and Authority-registered subjects which can be found at <www.qsa.qld.edu.au> P–12 approach > Student assessment > Assessment policy
- late- and non-submission of student responses to assessment instruments in Authority and Authority-registered subjects.

In preparation for the implementation of the 2010 Physical Education senior syllabus in 2011, syllabus workshops and panel training were conducted in each district throughout this year. Feedback from these sessions indicates that they were well attended and that the 2010 syllabus was well received.
Statewide comparability

Comparability is the process by which state review panels collect information about the extent to which judgments about levels of achievement are comparable across the state. The state panel found evidence to support district panel decisions of the match of the qualities of student work to the syllabus standards in most of the sample folios. Information gathered at comparability will be used to inform the 2011 quality assurance procedures and processes.

Course coverage

In general, schools are maintaining high-quality Physical Education programs with all mandatory aspects of the 2004 syllabus being appropriately addressed. The aspects of integration and personalisation continue to present challenges across the state in both physical responses and the written/oral components, particularly in relation to the subject matter identified in focus area C.

Of the general objectives, Criterion 3, Evaluating, remains the strongest indicator of performance in physical and written/oral responses. Feedback continues to indicate that this will remain one of the major areas for interpretation and development in the future.

Generally, statewide, there is a wide variety of physical activities being undertaken as the focus of study and this reflects the diversity in schools’ population, location, facilities and teachers’ expertise. The ability for schools to select appropriate physical activities for their context is one of the most powerful tools in allowing students to succeed in Physical Education. The coverage of focus area subject matter is also excellent; however, few schools are able to undertake study in extension or elective subject matter due to the time required to effectively establish a depth of understanding in the mandatory aspects of the syllabus.

Quality of assessment

Schools’ assessment instruments are generally of a high standard and provide opportunities for students to demonstrate the range of standards across the criteria. At this stage of the syllabus cycle, the assessment plans are stable and maintained with only minor revisions, with schools preferring to use tried and tested genres that have been successful in the past.

An emerging issue with assessment instruments is that students are submitting lengthy written responses. Often, the lack of clarity and conciseness in student work is related to the nature of the assessment instrument. To allow students the opportunity to demonstrate credible and convincingly justified evaluations and provide effective solutions, tasks need to allow students to demonstrate depth rather than breadth. Some assessment instruments required students to demonstrate cognitive processes not required in the 2004 syllabus. For example, students are asked to “gather” information or “assess” a collection of data. In these cases this “extra work” is not contributing to the standards being assessed and detracts from the student’s ability to address the assessable criteria of acquire, apply and evaluate. Tasks requiring excessively long student responses also asked students to produce large amounts of work focused towards Acquiring and Applying before addressing the Evaluating criterion. As the Evaluating criterion provides students with the greatest opportunity to demonstrate knowledge and understanding with regard to the general objectives of a
Physical Education course, it is important for tasks to direct students toward this criterion as the primary focus for the assessment instrument.

The state panel also noted that instrument-specific criteria sheets, particularly those that address the assessment of the physical response, should reflect the processes and qualifiers of the exit criteria and standards in the syllabus, and not include additional quality words on which judgments are to be made.

Subject support

Support materials for the Physical Education senior syllabus 2004 are available on the QSA website at <www.qsa.qld.edu.au/11366.html>. These include:

- *Designing effective assessment instruments*. This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.

- *Quality assuring senior assessment instruments: A tool for schools*. This is a useful tool to evaluate and refine an assessment instrument after it has been constructed.


Additional support materials for the Physical Education senior syllabus 2010 are available from the QSA website at <www.qsa.qld.edu.au/11366.html>. These include:

- work program requirements
- work program review checklist
- subject-specific advice on syllabus standards; this highlights approaches to assessment design and making judgments upon the subject’s criteria.

To receive regular updates on support materials, teachers can subscribe to the QSA News RSS (Really Simple Syndication) feed at <www.qsa.qld.edu.au/index.html>.

QSA memos also provide important information. These can be received through the memo subscriptions service at <www.qsa.qld.edu.au/qsa_secure/memos.act>.

For information about future workshops for Physical Education refer to the QSA website at <www.qsa.qld.edu.au/3323.html>.

Ross Stewart  Jo Butterworth
State Review Panel Chair  Senior Education Officer
Physics — A45

Syllabus

The 2007 Physics syllabus is in its third year of implementation. The syllabus and support materials are available from the QSA website at <www.qsa.qld.edu>.

Feedback from districts

At this stage of the syllabus implementation, all schools have had their work programs approved.

Common concerns noted at monitoring and verification related to:

- insufficient opportunities for students to demonstrate the higher-order attributes of the general objectives in the three areas of Knowledge and conceptual understanding (KCU), Investigative processes (IP) and Evaluating and concluding (EC) across the packages
- extended experimental investigations (EEIs) not providing opportunities for students to formulate justified significant questions and/or hypotheses, link primary data to theory and to secondary data, and analyse and evaluate interrelationships
- instrument-specific criteria sheets not being drawn from the syllabus exit standards and aligning with tasks
- aligning stimulus and items to allow for demonstration of the relevant standards; for example, using a graph as a stimulus may allow for analysis but not “systematic analysis of primary and secondary data”.

Statewide comparability

Comparability is the process by which state review panels collect information about the extent to which judgments about levels of achievement are comparable across the state. The state panel found evidence to support district panel decisions of the match of the qualities of student work to the syllabus standards in most of the sample folios. Information gathered at comparability will be used to inform the 2011 quality assurance processes.

Course coverage

Most schools demonstrated coverage of the mandatory aspects of the syllabus in terms of the key concepts, task categories and subject matter. The relevant QSA documentation on late- and non-submission of responses should be considered when using standards to make judgments.

Quality of assessment

All assessment tasks should provide sufficient opportunity to demonstrate the full range of aspects of the general objectives being assessed, in particular IP and EC.
Assessment task requirements need to match the criteria sheet as well as the syllabus exit standards.

SAs in some cases do not have items that provide students with the opportunity to reproduce and interpret, compare and explain, and/or link and apply algorithms, concepts, theories and principles, in complex and challenging situations. Some items may cover more than one syllabus dimension; others may attempt to cover too many. Students should have the opportunity to demonstrate a range of responses for each general objective.

EEIs should allow students to:

- develop justified significant hypotheses
- refine their original design
- analyse both primary and secondary data
- link and apply algorithms, concepts, principles, theories and schema to find solutions to complex and challenging situations
- explore scenarios and possible outcomes, justify conclusions or recommendations
- demonstrate links between the experimental data/outcomes to Physics concepts/understanding to justify trends/determine conclusions
- provide evidence of links between data/researched information, data collected and analysis in the discussion.

Extended response tasks (ERTs) should provide opportunities for students to:

- respond to a clearly defined issue/question/circumstance
- meet the syllabus exit standards in relation to exploring, interpreting, analysing and evaluating Physics concepts
- demonstrate their own personal understanding of Physics ideas/concepts related to the task.

The syllabus provides information about the assessment categories and their relationship to evidence of student achievement in sections 7.4.1 to 7.4.3 as well as Section 7.7. It states: “…the standard awarded should be informed by how the qualities of work match the exit descriptors overall … the exit standards are applied to the summative body of work selected for exit”. That is, not one individual item/task can adequately demonstrate the standards. “A verification folio is a collection of work …the variety of assessment instruments is necessary to provide a range of opportunities from which students may demonstrate achievement” (over the range of topics and tasks).

Subject support

Physics panel training will be conducted in Semester 2 in 2011 in all districts. Assessment workshops will be held in all districts in Semester 1 in 2011. The emphasis will be on designing, evaluating and refining effective assessment.

Support materials for Physics are available from the QSA website at <www.qsa.qld.edu.au/1964.html>. These include:

- *Designing effective assessment instruments*. This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.
Quality assuring senior assessment instruments: A tool for schools. This is a useful tool to evaluate and refine an assessment instrument after it has been constructed.

- Sample assessment instruments.
- Sample instruments and responses.

Megg Kennedy
State Review Panel Chair

Susan Scheiwe
Senior Education Officer

Syllabus

The Study of Religion (2008) syllabus is in its second year of implementation. This year was the first year of verification. The syllabus and support materials are available from the QSA website at <www.qsa.qld.edu.au>.

Feedback from districts

Monitoring focused on course implementation, the effectiveness of assessment in allowing opportunities for students to demonstrate syllabus criteria across the range of standards, and decisions about interim levels of achievement. This advice provides valuable feedback to schools on assessment programs.

Verification provided advice to schools about school judgments on syllabus standards descriptors based upon evidence within sample folios.

Statewide comparability

Comparability is the process by which state review panels collect information about the extent to which judgments about levels of achievement are comparable across the state. The state panel found evidence to support district panel decisions of the match of the qualities of student work to the syllabus standards in most of the sample folios.

Information gathered at comparability will be used to inform the 2011 quality assurance procedures and processes.

Course coverage

Section 9 of the syllabus identifies the mandatory aspects of the course which include:

- assessable general objectives
- core components
- selected topics.

Effective course coverage provides evidence of these mandatory aspects of the syllabus. This is demonstrated through inquiries that show a variety of world religions, not just the home tradition, and the contribution of Aboriginal spiritualities and Torres Strait Islander religions to Australian religious perspectives.

Section 8 of the syllabus describes an ethnographic investigation as a learning experience not an assessment technique. Evidence of ethnographic work is provided through the assessment techniques described in Section 9. High-quality ethnographic investigations clearly follow the inquiry model outlined in Table 2 of the syllabus and provide evidence of going beyond description of an interview with an adherent or a summary of survey results.

Topic 1, Religion–state relationships, and Topic 5, Religion, values and ethics, are popular choices for inquiry. Effective assessment in these topics clearly foregrounds religion, providing evidence of an examination of the interaction between religion and
the social and political aspects of government and between religion and ethical
engagement in everyday life. The syllabus provides excellent inquiry models for
approaching these topics from such a perspective.

Quality of assessment

Instrument-specific criteria sheets need to align to the criteria and standards listed in
Table 9.8 of the syllabus. A highlighted version of the syllabus standards appears on
the Study of Religion section of the QSA website.

The most effective assessment instruments give students opportunity to perform
Criterion 2, Evaluative processes, to Standard A. When this is done successfully
student work shows evidence of critical analysis and synthesis of complex ideas.

Subject support

Support materials for the Study of Religion 2008 syllabus are available from the QSA
website at <www.qsa.qld.edu.au/2063.html>. These include:

- **Designing effective assessment instruments.** This document helps teachers design
effective assessment instruments that give students the opportunity to cover the
syllabus general objectives and demonstrate the syllabus standards.

- **Quality assuring senior assessment instruments: A tool for schools.** This is a useful
tool to evaluate and refine an assessment instrument after it has been constructed.

Additional support materials for the Study of Religion 2008 syllabus include:

- work programs
- assessment advice.

To receive regular updates on support materials, teachers can subscribe to the QSA

QSA memos also provide important information. These can be received through the

For information about professional development and events go to

Assessment workshops are scheduled for Semester 1, 2011.

For more information on Study of Religion contact <seo@qsa.qld.edu.au>.

John Thomas    Jackie Dunk
State Review Panel Chair    Senior Education Officer
Study of Society — B11

Syllabus

The 2001 Study of Society syllabus is in its 10th year of implementation. The syllabus and support materials are available from the QSA website at <www.qsa.qld.edu.au/2065.html>.

Feedback from panel

Panel feedback through monitoring and verification processes indicates that most schools are effectively implementing the 2001 syllabus. To assist these processes, advice for schools with amendments to an approved work program is available on the QSA website at <www.qsa.qld.edu.au/wponline/login.qsa>.

In general, assessment techniques were balanced and varied in nature with tasks structured to reflect the general objectives of the syllabus (pp. 5–7).

Extended writing tasks such as research assignments and reports, require students to produce notes as evidence of their research (syllabus, pp. 54–55). Similarly, this applies to nonwritten presentations which should also be supported by any other material used by students. This evidence assists with authentication of student tasks (syllabus, p.55) and can be used to support the range of syllabus standards associated with Criterion 3, Research (pp. 60–61).

Course coverage

Sample folios indicated that the mandatory aspects in the syllabus (p. 51) had been addressed across the two-year course of study. These aspects include Knowledge and understanding, Critical processes, Research and Communication.

Subject matter within the units studied by schools was covered sufficiently. Opportunities for the application of social theory should also be evident within any unit studied. Examples of this are in the syllabus (p. 23).

For schools selecting Unit 5, Investigating social issues: an in-depth application of investigative techniques, a minimum of two issues must be investigated (syllabus, p. 45). Also, this unit:

- must reflect the general objectives of the course of study (syllabus, p. 11)
- provides opportunities for students to demonstrate their capacity for independent investigation (syllabus, p. 45)
- allows for in-depth issues to be investigated based on, or arising out of, earlier studies, but these must differ from those undertaken as major studies in earlier semesters (syllabus, p. 45).
Quality of assessment

Effective assessment instruments provide opportunities for students to demonstrate achievement in the general objectives across the range of standards (syllabus, pp. 60-61).

Where possible, assessment instruments should provide the opportunity to apply social theory. This helps students to evaluate evidence, to apply relevant and extensive criteria to justify decisions, to provide detailed explanations of social issue and draw conclusions that are supported with evidence. As a result, opportunities are allowed for students to demonstrate their abilities across the range of syllabus standards, including Criterion 2, Critical processes (syllabus, p. 60).

The design of task-specific criteria sheets must always align with the syllabus criteria (p. 52) and standard descriptors (pp. 60–61). In particular, it should be noted that Criterion 3, Research, includes:

- framing research questions or hypotheses
- gathering and organising information
- using research techniques to investigate social issues.

Subject support

A variety of subject support materials are available from the QSA website at <www.qsa.qld.edu.au/2065.html>. These include:

- Designing effective assessment instruments. This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.

- Quality assuring senior assessment instruments: A tool for schools. This is a useful tool to evaluate and refine an assessment instrument after it has been constructed.

- Highlighted syllabus standards. This information supports schools in implementing the assessment requirements of the syllabus. The advice supports school decision making about the approaches to assessment design and making judgments.

To receive updates on support materials, teachers can subscribe to the QSA News RSS (Really Simple Syndication) feed at <www.qsa.qld.edu.au/index.html>.

QSA memos also provide important information. These can be received through the memo subscriptions service at <www.qsa.qld.edu.au/qsa_secure/memos.act>.

For information about future workshops for Study of Society refer to the QSA website at <www.qsa.qld.edu.au/3323.html>.

Allen Bennett    John Langer
State Review Panel Chair    Senior Education Officer
Technology Studies — A23

Syllabus

The Technology Studies senior syllabus 2007 is in its third year of implementation. The syllabus and support materials are available from the QSA website at <www.qsa.qld.edu.au/2161.html>.

Feedback from districts

School submissions for monitoring and verification in 2010 were generally well presented. An organised submission assists the reviewers considerably, allowing panellists to devote time constructively to the reviewing process.

Panellists are asked to look for evidence in the sample folios to support the schools’ decisions. The standards awarded in each criterion by schools must be based on the match between the evidence in the student responses and the 2007 syllabus standards associated with the exit criteria in the syllabus. Criteria sheets must describe standards selected or drawn from the syllabus standards associated with the exit criteria.

Statewide comparability

Comparability is the process by which state review panels collect information about the extent to which judgments about levels of achievement are comparable across the state. The state panel found evidence to support district panel decisions of the match of the qualities of student work to the syllabus standards in most of the sample folios. Information gathered at comparability will be used to inform the 2011 quality assurance procedures and processes.

There were concerns about the appropriate matching of student responses with the Standard A descriptors of “effective and discriminating application of knowledge and thorough and perceptive investigation” associated with the Knowledge and application criterion.

Course coverage

The mandatory aspects of the course are identified in Section 7.1 of the syllabus and include the three areas of study: Foundations of technology, Safety, and Manufacturing resources.

Observations from the moderation processes indicate that schools are adequately covering the area of study of Manufacturing resources; however, there were concerns about coverage of the other two areas.

There should be evidence in summative folios of work of coverage of the Foundations of technology, especially the study topics, Product design sequence, and Elements and principles of design. In particular, there should be evidence of the ability to sketch, model and test, use problem-solving strategies and presentation techniques, and the use of graphic organisers.
The syllabus requires the consideration of the safety of a product in terms of its use and in the process of its design. Evidence of the consideration and integration of aspects of safety should be evident in the development of the design and include justification of safety-related design decisions. While the safety associated with the manufacture of the product is important, the inclusion of collected data sheets including safety tests, certificates and machine procedures, are not required in the Project proposal and development subsection of the design project.

The approach to learning in Technology Studies should reflect the description and diagram described in Section 4.4, p. 7, of the syllabus. Approaches to the subject that focus on students manufacturing industry-standard-quality products are part of the Manufacturing study area specification. Technology Studies design tasks should require the identification of a need, want or opportunity within a stated context and with predetermined constraints, challenging students to design and produce solutions to problems.

Students will investigate, examine and respond to the design task while applying relevant knowledge in and about the three areas of study. Students apply the design process model to solve complex design problems, individually and in groups, through investigation, ideation, production and evaluation.

Throughout the product design sequence, students consider optional and available resources, respond to choices, communicate ideas, determine possible solutions, justify decision making, and ultimately realise, evaluate and appraise the product. Opportunities will be available for students to provide evidence that they have taken into account the interrelationship of technology, industry, society and sustainability before selecting a final outcome or output. Students are required to document all aspects of their product design sequence.

Quality of assessment

Throughout the state there was evidence of schools refining and developing existing assessment to match the 2007 syllabus objectives. Continual improvement in the quality of assessment throughout the lifecycle of the syllabus is necessary and schools should consider the following issues when refining existing and developing future assessment instruments:

- Research should be specifically related to the situation/solution/idea being investigated and may occur at key decision-making points throughout the design process.
- Students should be encouraged to use and integrate annotations to succinctly communicate the design decisions and the justification of these decisions throughout the development of the design.
- Students should use sketching to develop and communicate design ideas.
- In the summative year a typical project proposal and development should include the items described in Section 7.5.2, p. 24, of the syllabus.
- The evidence provided in logbooks should not be procedural. It is not necessary for students to record the construction/assembly activities undertaken in each lesson during the realisation phase. Logbooks with scaffolding/structure provided by the teacher may better support the requirements of the syllabus. The syllabus states (Section 7.5.2, p. 24) that a logbook includes:
photographs and other evidence of key stages in production

notes of modifications, with justifications

photographs of the final product.

- The project appraisal report should be based on the design criteria detailed in the typical contents of the project proposal and development.

- Many of the assessment issues identified in the moderation processes are a consequence of design situations that do not allow students to effectively engage with the full product design sequence.

- When developing assessment instruments, a design situation is required that defines the problem to be solved but is not a statement of what is to be made. The syllabus (Section 4.4, p.7) states “Teachers develop design tasks that identify a need, want or opportunity within a stated context and with predetermined constraints, challenging students to design and produce solutions to problems”. For example, instead of asking students to design a bin lid lifter, the teacher should describe the problem that needs to be solved. In this situation the problem may be that people are not putting rubbish in the bins. Students would have to investigate the problem and may find that people are not putting rubbish in the bins due to the unhygienic bin lids. A range of design solutions may then be proposed, one of which could be a foot-operated bin lid lifter.

**Investigative analysis**

- The syllabus (Section 7.5.3) states that an investigative analysis must exhibit:
  - a primary focus on a social, ethical or environmental issue specifically related to past, present and likely future technologies
  - evidence of investigation, communication and evaluation including relevant conclusions and or recommendations

- An investigative analysis must investigate and analyse information to support and or justify the student’s position.

- An Investigative analysis is not an essay that is restricted to the demonstration of knowledge of a particular manufacturing resource. Examples of Investigative analysis tasks that could be provided include:
  - Investigate and analyse the relative environmental impact of solar energy compared to traditional coal-generated electricity. (Students could be instructed to use diagrams/charts/tables to provide data, list positive and negative aspects with references, and state conclusions and recommendations.)
  - Investigate and analyse the suitability of given products for a person with a disability. Make a recommend about their effectiveness.

**Subject support**

Support materials for the Technology Studies syllabus 2007 are available from the QSA website at <www.qsa.qld.edu.au/2161.html>. These include:

- *Designing effective assessment instruments* — This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.
• Quality assuring senior assessment instruments: A tool for schools — this is a useful tool to evaluate and refine an assessment instrument after it has been constructed

• work program requirements

• work program review checklist

• sample work programs

• sample assessment instruments

• highlighted standards.

To receive regular updates on support materials, teachers can subscribe to the QSA News RSS (Really Simple Syndication) feed at <www.qsa.qld.edu.au/index.html>.

QSA memos also provide important information. These can be received through the memo subscriptions service at <www.qsa.qld.edu.au/qsa_secure/memos.act>.

Tim Osborne                              Roy Barnes  
State Review Panel Chair                Senior Education Officer
Visual Art — B14

Syllabus

The 2007 syllabus is in its third year of implementation. The syllabus and support materials are available from the QSA website at <www.qsa.qld.edu.au>.

Feedback from districts

Frequently asked questions for moderation and the Visual Art syllabus (FAQs) is available on the website <www.qsa.qld.edu.au/1263.html>. These questions provide guidance for both monitoring and verification processes and submitting evidence in electronic form.

Page 4 of the syllabus details the general objective Making, and the place of display in problem solving. Display is a significant aspect of Making and the resolution of artworks. It demonstrates the students’ decision making, compositional considerations and reflections through the making process as well as a final display of the resolved Making component of the body of work. “Making requires students to solve problems when creating and displaying artworks. The formal and informal display of artwork is part of the making process, depending on the context, media area and expressive response adopted. The effects of diverse contexts on the meanings and aesthetic value of artworks are considered” (p. 4). For moderation purposes, images of the resolved work in situ or as a collective body of work, provides evidence of problem solving in display, and the student’s understanding of creating meaning through the use of visual language and expression.

The syllabus glossary defines Appropriation as “where an artist borrows an idea or image and reconceptualises it to give it new meaning” (p. 9). Students need to understand the difference between reconceptualising and recomposing, and that when sourcing images they should photograph places and objects that may have more meaning to them in the resolution of their work. Sourcing images from the internet can lead to imitation and using imagery that may have no relevance to a student’s life.

Statewide comparability

Comparability is the process by which state review panels collect information about the extent to which judgments about levels of achievement are comparable across the state. The state panel found evidence to support district panel decisions of the match of the qualities of student work in sample folios to the syllabus standards.

Course coverage

The 2007 syllabus establishes that the selected context has become a “frame of reference” (p. 7) in teaching and learning to inform the selected concept and focus. It allows intended and suggested meaning to evolve and provides another reference point for students in their problem solving and decision making. It assists in the refinement, communication of meaning and resolution of responses to the concept.
Assisting students in their cognitive understanding may improve their ability to engage more deeply in Making and Appraising. Some schools found the idea of using an artist as mentor in the body of work to be a valuable tool for learning, not to imitate the artist but to discern how the artist can inform their own practice.

Quality of assessment

Assessment instruments need to show a clear and intentional articulation of the inquiry learning model and supported through scaffolding framed on research, development, reflection and resolution. This way of working links to the general objectives of Making and Appraising and is evident in the criteria. Across the summative assessment appraising package, instruments should be designed to enable students to respond to the selected concepts, focuses, contexts and media areas by exit. When constructing assessment questions in Appraising, each individual Appraising task does not need to address all of these core components, but collectively they will by exit. This will provide the opportunity for students to be more deeply engaged, and include the possibility of using their acquired knowledge of any artist mentors they have researched in their Making in that body of work.

The use of context as one of the reference points in assessment instruments aids teachers in the refinement of questions in Making and Appraising. Establishing a context for a response to the concept in Appraising (or enabling students to use the context they have been researching in Making), provides students with the opportunity to respond in depth to the assessment instrument and a greater chance to show the characteristics of the higher standards.

Advice for designing effective assessment is available in the support materials on the website as outlined below. Some teachers have started Year 12 with a formative assessment instrument as a way to engage students in research as an active process. As a starting point the students come to understand the concept and begin to refine their own individual thoughts and select the focus through which they can personalise their response to the concept. One of the subject support assessment samples has been structured on this model.

Subject support

Support materials for the Visual Art senior syllabus 2007 are available from the QSA website at <www.qsa.qld.edu.au/1263.html>. These include:

- *Designing effective assessment instruments*. This document helps teachers design effective assessment instruments that give students the opportunity to cover the syllabus general objectives and demonstrate the syllabus standards.
- *Quality assuring senior assessment instruments: A tool for schools*. This is a useful tool to evaluate and refine an assessment instrument after it has been constructed.
- Work program and work program amendment requirements.
- Work program review checklist.
- Subject-specific advice on syllabus standards; this highlights approaches to assessment design and making judgments upon the subject’s criteria.
- Frequently asked questions about moderation and the 2007 Visual Art syllabus.
- Teacher advice: Developing a formative body of work.
• Annotated summative bodies of work and student responses in making and appraising.
• Sample assessment instruments.

To receive regular updates on support materials, teachers can subscribe to the QSA News RSS (Really Simple Syndication) feed at www.qsa.qld.edu.au/index.html. QSA memos also provide important information. These can be received through the memo subscriptions service at <www.qsa.qld.edu.au/qsa_secure/memos.act>.

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