

Random sampling project

2014 Random sampling of assessment in Authority subjects

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Summary

Random sampling of school judgments of student achievement in Authority subjects (the random sampling project) is one of the Queensland Curriculum & Assessment Authority's (QCAA) quality-assurance procedures for senior certification. It has been conducted annually since 1994.

The principal purpose of the random sampling project is to evaluate the quality of school-based assessment programs and the comparability of teacher judgments of student achievement in Authority subjects across the state after completion of senior certification processes.

The key question considered for the random sampling project is:

How consistently do teachers apply statewide standards in determining students' levels of achievement in Authority subjects?

Method

For selected Authority subjects, a random sample of schools submit the exit folios of a stratified random sample of seven students. The sample of Year 12 exit folios from schools across the state are sent to review panels from a different district to that of the school. From 2010, small and intermediate (fewer than 14 students) subject groups were included in the sample. Requests for student folios are made to schools in November, after the final achievement decisions have reported to the QCAA. Schools provide submissions of folios to QCAA district offices. Each year's report focuses on results of students who completed Year 12 in the previous year.

Findings

- A total of 3159 folios were reviewed from 241 schools across 20 subjects.
- Random sampling review panels generally found substantial agreement between panels and schools:
 - 91% of the folios were placed in the same level of achievement (LoA) by both the random sampling panel and the school
 - 92% differed by no more than one-third of a level of achievement (three rungs or fewer)
 - at 91%, the percentage agreement within a LoA was consistent with the previous year
 - there were no districts, or schools within districts, where large differences between school and panel judgments were evident. Small differences were found across most subjects sampled.
- Serious disagreement (defined as eight or more rung differences, with a LoA difference) was recorded for 1% of folios, consistent with the previous year.
- The greatest variances were recorded for Music, Visual Art, Science21 and Study of Religion. The percentage of subjects with a higher than average variance was lower than in 2013. Science21 was above the average variance for agreement for the second consecutive year.
- The subjects with the highest number of folios with rung differences of three or more were Visual Art, Music, Mathematics B, Home Economics and Technical Studies.

- Based on the level of disagreement recorded by random sampling panels, 86 submissions were requested for review. Subjects where a further review was requested are in Table 6. Following further reviews, the number of folios with rung differences of three or more fell for most subjects. For further information, see page 17.

Conclusion

The random sampling project supports the view that the school-based assessment and moderation process for Authority subjects continues to be an effective quality-assurance process, valued by schools and panels.

Recommendations

Support continued professional development in 2015 by:

- conducting standards and assessment workshops for Study of Religion and Technology Studies
- producing additional assessment resources for the Senior Assessment hub for Music and Home Economics
- conducting additional research, using the data from random sampling related to Visual Art, to inform the training of review panel chairs at annual moderation conference.

Background

Purpose

Random sampling of school judgments of student achievement in Authority subjects contributes to the processes of moderation for the levels of achievement awarded on the Senior Statement. The random sampling project has been conducted each year since 1994.

Its purposes are to:

- evaluate the quality of school-based assessment and the comparability of teacher judgments of student achievement in Authority subjects across the state; that is, to assess the strength of school decision making in the system of school-based assessment for senior certification
- provide information on the quality of assessment procedures and assessment judgments in sampled subjects
- identify, at a systemic level, any issues concerning assessment and moderation that need further investigation.

The process of reviewing student folios for the random sampling project occurs in the year after the students have left school and after they have been issued with their Student Education Profile (SEP). The outcome does not therefore influence the levels of achievement awarded to that cohort of students. Rather, the random sampling project checks the quality of school-based judgments after they have been made. However, the findings can contribute to further improvements in moderation processes.

Senior moderation process

Moderation is the set of processes designed to:

- support the integrity of school-based assessment in Authority subjects
- strengthen the quality of teacher judgments of student achievement in Authority subjects
- ensure a high degree of comparability in certified levels of achievement in Authority subjects
- maintain the credibility and acceptability of the SEP.

Moderation begins with the **approval of work programs** for Authority syllabuses. The other moderation processes are **monitoring, verification, comparability, confirmation and random sampling**.

Work program approval

Using the syllabus and the relevant work program requirements, schools write work programs that show how they intend to implement the syllabus. Review panels provide recommendations to the QCAA about the suitability of a work program for approval.

Monitoring

The monitoring process is carried out at the end of February each year, and reviews student folios sampled at the end of Year 11 — after half of the course has been delivered. Review panels consider evidence of the school's delivery of their courses of study and of their programs of assessment. They also consider school judgments of student achievement in Authority subjects, based on a sample of student folios from each school. Advice is given to schools early

in Year 12 so that schools can be reassured about, or helped with, their delivery of approved courses of study and their standards judgments.

Verification

The verification process occurs towards the end of Year 12. Schools submit sample student folios for the verification meeting in October. School submissions of a sample of student folios in each Authority subject offered by the school are sent to the relevant (usually district) review panel. These submissions consist of a sample of folios of work for students about to complete the course of study, together with the school's judgments of interim levels of achievement for those students. Panellists review the folios for evidence to confirm the school's judgments, confer with other panellists (and in the case of different opinions, the chair), and formulate advice to the school. If the panel cannot confirm a school's proposal, consultation between the school and the district review panel chair (DRPC) takes place. Where agreement cannot be reached between the school and the DRPC on all sample folios in a submission, the complete submission is sent to the relevant state review panel for further consideration.

Comparability

Comparability is the process by which state panels look for evidence that judgments about student achievement using standards across districts in the state are comparable. Two agreed-to submissions from each district are sent to state review panels in November. State review panels review the threshold samples and provide advice to the QCAA about the comparability of levels of achievement across the state.

Confirmation

Confirmation occurs following completion of Year 12. Schools forward their exit proposals for levels of achievement to the office of the QCAA in November — immediately after the finishing day for Year 12. The period between receipt of schools' proposals for exit levels of achievement and the printing of SEPs is referred to as the confirmation period. Officers of the QCAA review any changes to the levels of achievement that had been agreed to at verification. Legitimate changes can occur as a result of assessment in the final term of Year 12. The confirmation phase concludes when the QCAA reaches agreement with the school on its proposed results for recording on students' Senior Statements.

Random sampling

The sampling focuses on student exit folios, and occurs after the issue of SEPs. No changes in the recorded results in SEPs occur as a consequence of random sampling.

Random sampling refers to the process of sampling schools and students. However, subjects are not randomly selected, and some (smaller) subjects were not previously randomly sampled at all. Subjects typically are selected on the basis of their size (total number of students), stage of implementation or implementation issues.

Schools are chosen randomly within each subject. Before 2010, to be included, the school needed to have a large group (14 or more students) in that subject. Small (nine students or fewer) and intermediate (10–13 students) groups were generally not included because most of these students' folios of work were assumed to have already been reviewed by their district or state panel. However, this discounted the value of including such groups to allow these groups to be reviewed by other districts, which is a key aspect of the random sampling project, and so they are no longer excluded from selection.

For each chosen group, a random sample of students is selected, stratified by levels of achievement awarded to the students. The school is asked to provide the exit folios for these students including each student's LoA and rung placement (recorded on the Form RS, see Appendix A). These folios are called the random sampling submission.

Random sampling submissions are allocated randomly to other districts. The other district panel is referred to as the random sampling review panel when it is reviewing random sampling submissions.

District review panels (DRPs), acting as random sampling review panels, review random sampling submissions in February.

Project design

Sampling procedure

This random sampling project focused on the Year 12 cohort of 2013.

Subjects were selected deliberately to include those with large statewide enrolments as well as other subjects of interest, such as those that had not previously been sampled or had not been sampled in recent years. The selection criteria included:

- subjects that have not selected for two or more years
- subjects with a revised syllabus, with a Year 12 cohort completing the course for the first time
- subjects with a new or revised syllabus, with a Year 12 cohort completing the course for the second time
- subjects nominated from the outcomes of previous random sampling processes.

Schools were selected randomly within each of the districts across the state under the following constraints (where possible):

- no more than three subject groups from one school
- a maximum of 26 school subject groups for any one subject.

A stratified random sample of student folios was selected within each school subject group (submission) with the following specifications:

- folios are selected by the QCAA, not the school
- if there are fewer than the required number of folios at any given LoA, folios are selected from the next LoA (moving towards the centre)
- if there are fewer than two Sound Achievement (SA) folios, folios are selected, in turn, from High Achievement (HA), Very High Achievement (VHA), Low Achievement (LA) or Very Low Achievement (VLA).

The outcome of this selection process is shown in Table 1.

Table 1: Requested and received submissions and folios for the selected subjects

Subject	Schools	Folios requested	Folios received	Folios reviewed
Accounting	26	182	182	181
Agricultural Science	8	56	56	56
Biology	26	182	182	182
Business Communication & Technologies	26	182	182	182
Chinese	6	42	42	42
Dance	14	98	98	98
Economics	18	126	126	126
English	26	182	182	182
Film Television & New Media	22	154	151	140
French	8	56	56	56
German	6	42	42	42
Health Education	12	84	84	84
Home Economics	26	182	182	182
Information Processing & Technology	24	168	168	168
Japanese	20	140	140	138
Marine Studies	12	84	84	84
Mathematics A	26	182	182	182
Mathematics B	26	182	182	182
Music	26	182	180	180
Physical Education	26	182	182	181
Science21	14	98	98	98
Study of Religion	12	84	84	84
Technology Studies	21	147	140	133
Visual Art	25	175	175	174
Total	456	3192	3180	3157

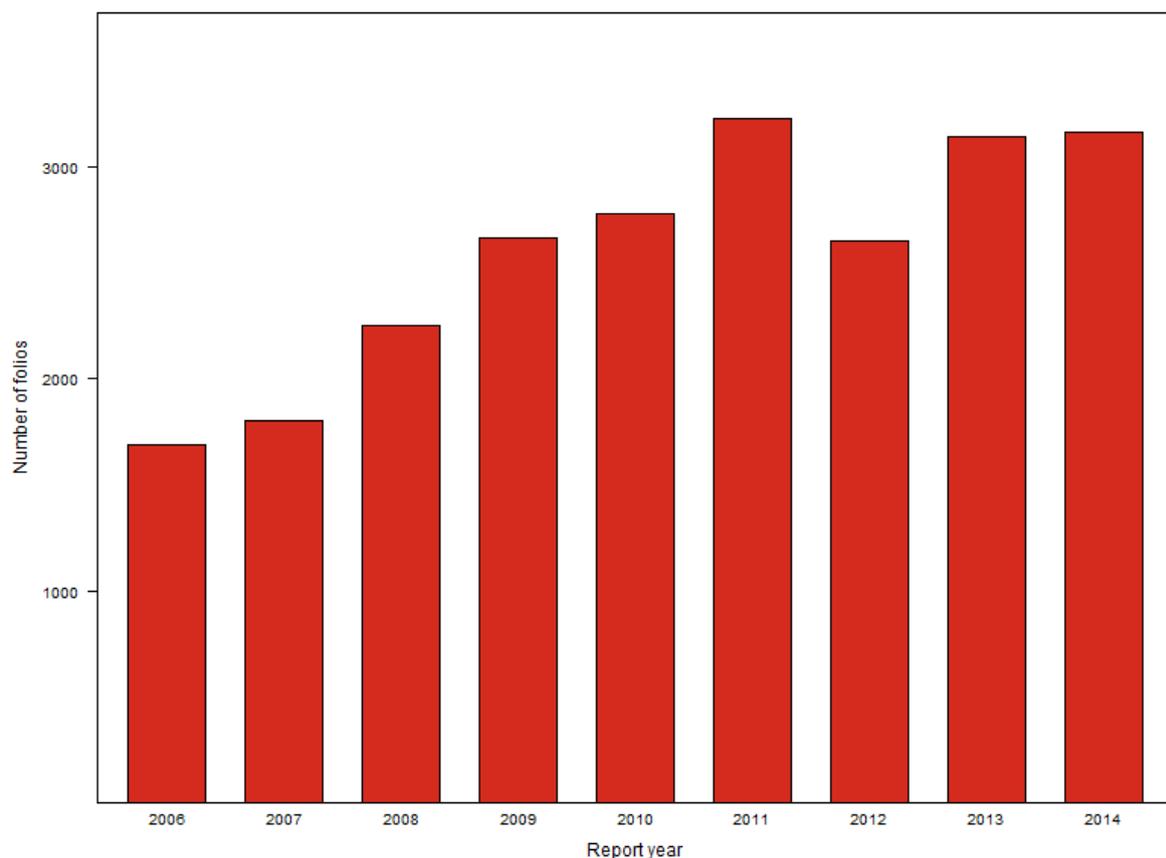
Table 1 shows the final number of submissions was 456. The number of folios received was 3180. Of the 3180 folios received, 23 were not reviewed by a random sampling review panel.

Subjects were distributed across 229 panels. A full list of all subjects sampled for the past nine years is contained in Appendix C. Most schools were required to provide only one submission. No school was requested to provide more than three submissions (see Table 2).

Table 2: Number of submissions requested from schools

Submissions requested	Number of schools
1	95
2	77
3	69
Total schools	241

Figure 1: Folios sampled for review each year



Random sampling review panel procedures

Members of the DRPs (acting as random sampling review panels) examined each of the folios in the school submissions allocated to their panel and decided a specific rung placement (ten rungs within each LoA). The DRPC and one other panellist reviewed each submission independently, then met to reach consensus on each submission.

The reviewers were provided with advice about how to ensure that two independent reviews of the two submissions allocated to their district took place.

Analysis of results

Rung-achievement placements allocated by schools and random sampling review panels were converted to a numerical scale of 1–50. The rung or level difference was calculated by subtracting the school's exit rung (or level) placement from that of the panel. Negative differences therefore mean that the panel judged the schools' placement to be lower.

Folios requiring further review

Folios with a significant difference (defined as eight or more rungs difference) between school judgment and panel judgment were identified and the following criteria were used to select submissions for further review by state review panellists and officers of the QCAA:

- highest proportion of subjects with eight or more rungs difference

- three or more students identified as having a change to rung level and/or LoA.

SRPs and QCAA officers independently reviewed these submissions and, after comparing the school judgment with the panel judgment, determined the appropriate action to be taken.

The information gained from this review informs future professional development in specific subject areas.

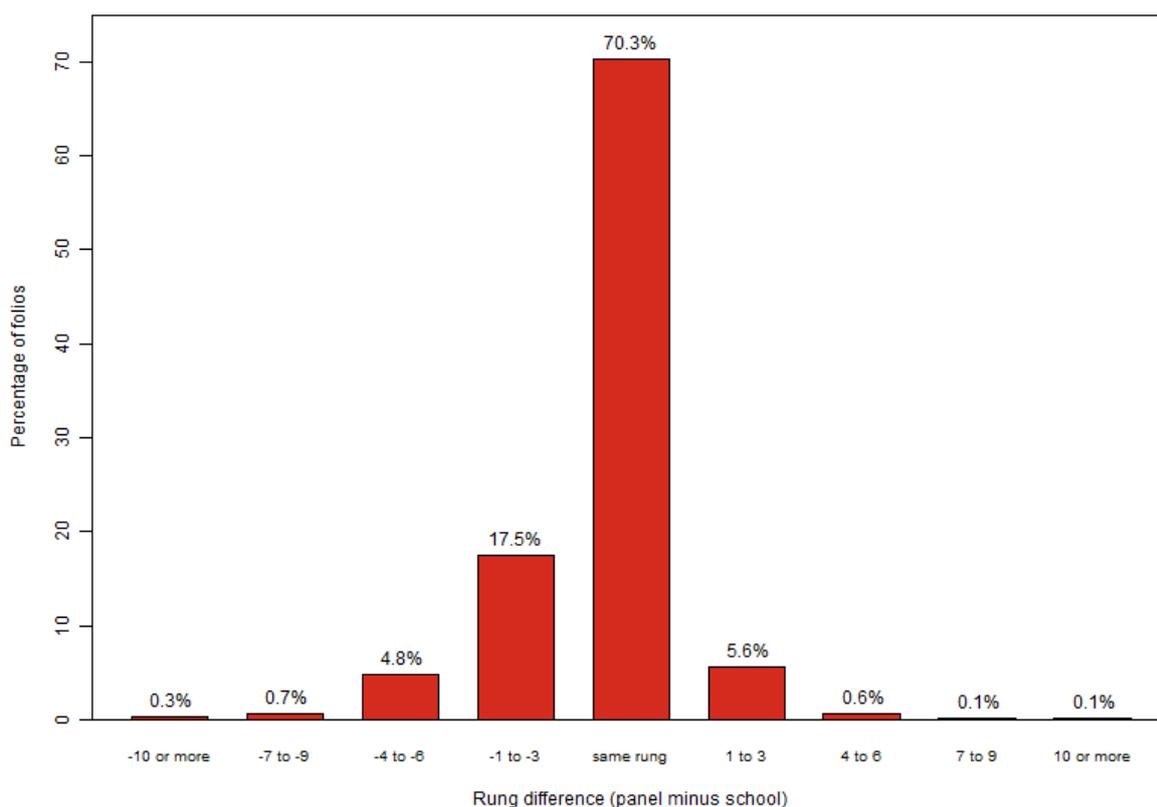
Findings

Overall differences

The random sampling panels were asked to comment on the standards evident within each school submission as applied by schools. As shown in Figure 2, 70.3% of folios had no rung difference and 93.4% were found to be either 'same rung' or within three rungs on the Form R6 submitted by their schools.

As noted in previous reports, there is a greater tendency for random sampling review panels to rate folios lower than the schools.

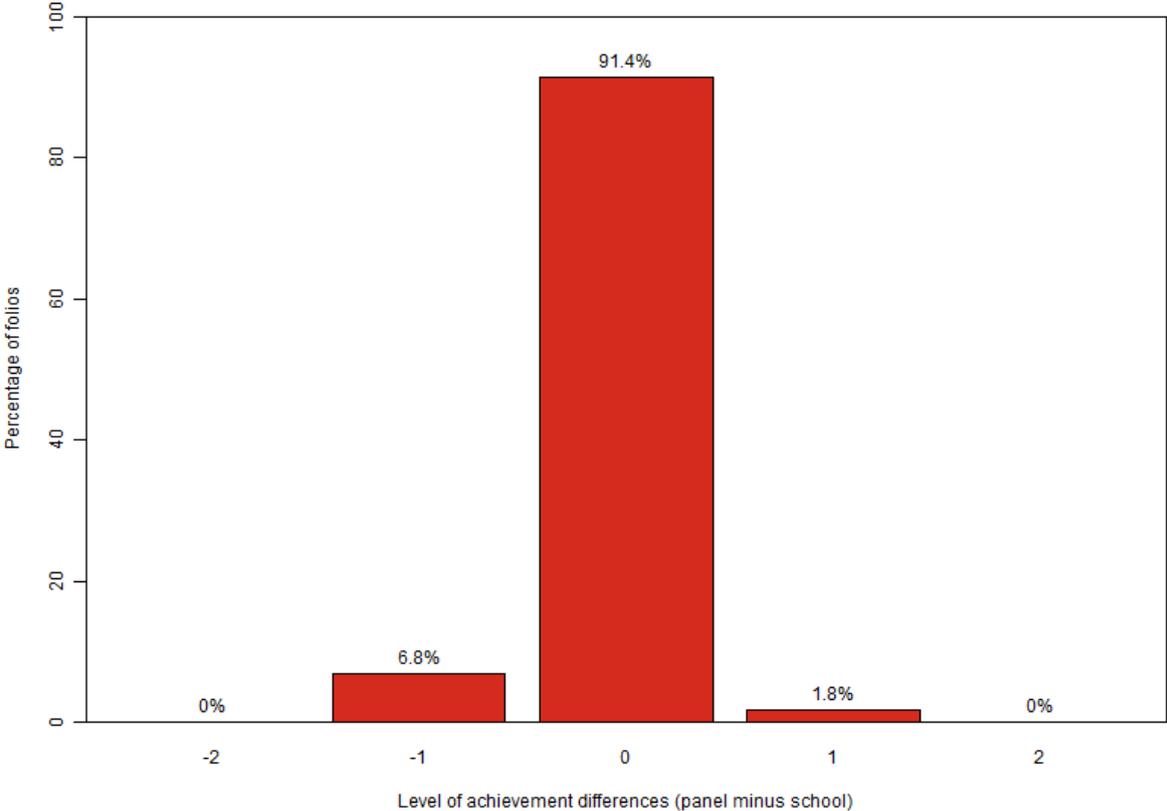
Figure 2: Distribution of rung differences for folios¹



¹ Due to rounding, the total may not equal 100%.

There was a high level of agreement between the random sampling review panels and the schools about **LoAs** awarded to folios. Figure 3 indicates that reviewers found that 91.4% of the levels of achievement awarded by the school were supported. While 6.8% of folios were judged to have been placed 1–2 levels of achievement too high at exit, 1.8% of folios were found to have been awarded 1–2 levels too low.

Figure 3: Distribution of LoA differences for folios²



² Due to rounding, the total may not equal 100%.

Figure 4 shows that there has been some variation over time in the percentage of folios considered by random sampling review panels to have been placed appropriately in terms of LoA overall. At 91% the current result is consistent with the previous year.

Figure 4: Comparison of percentage placed in same LoA

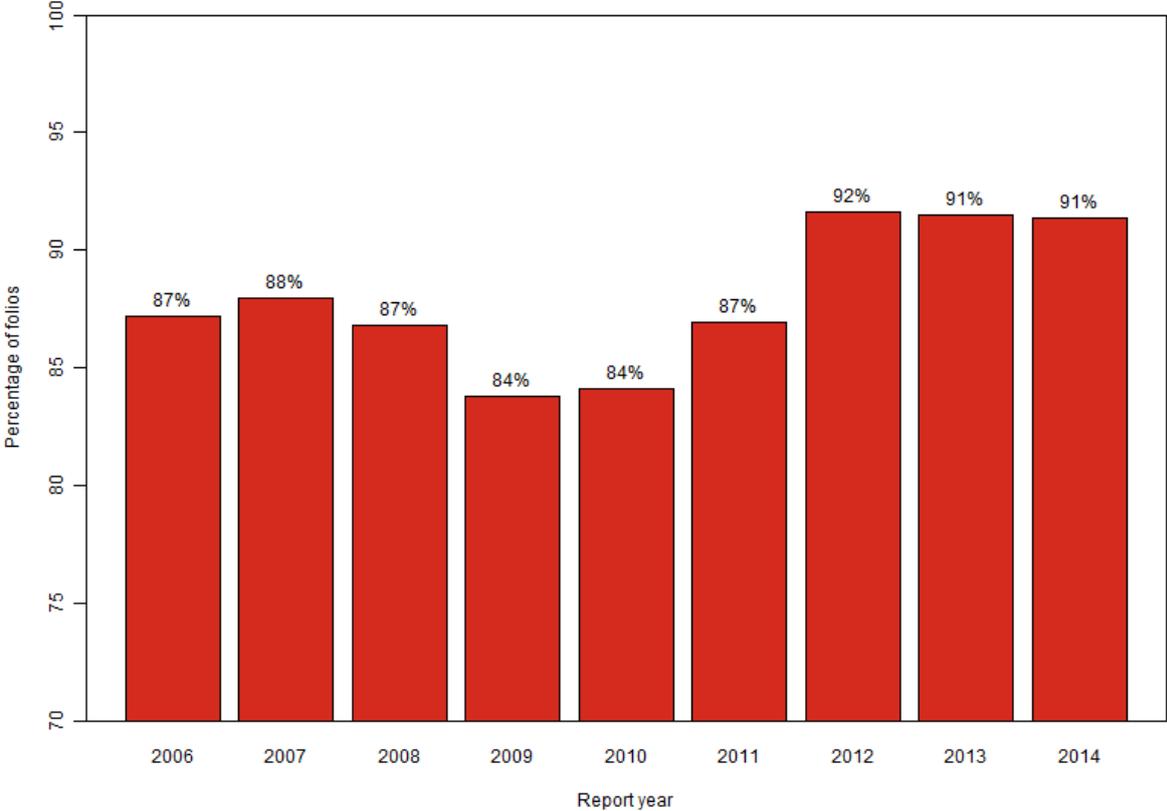
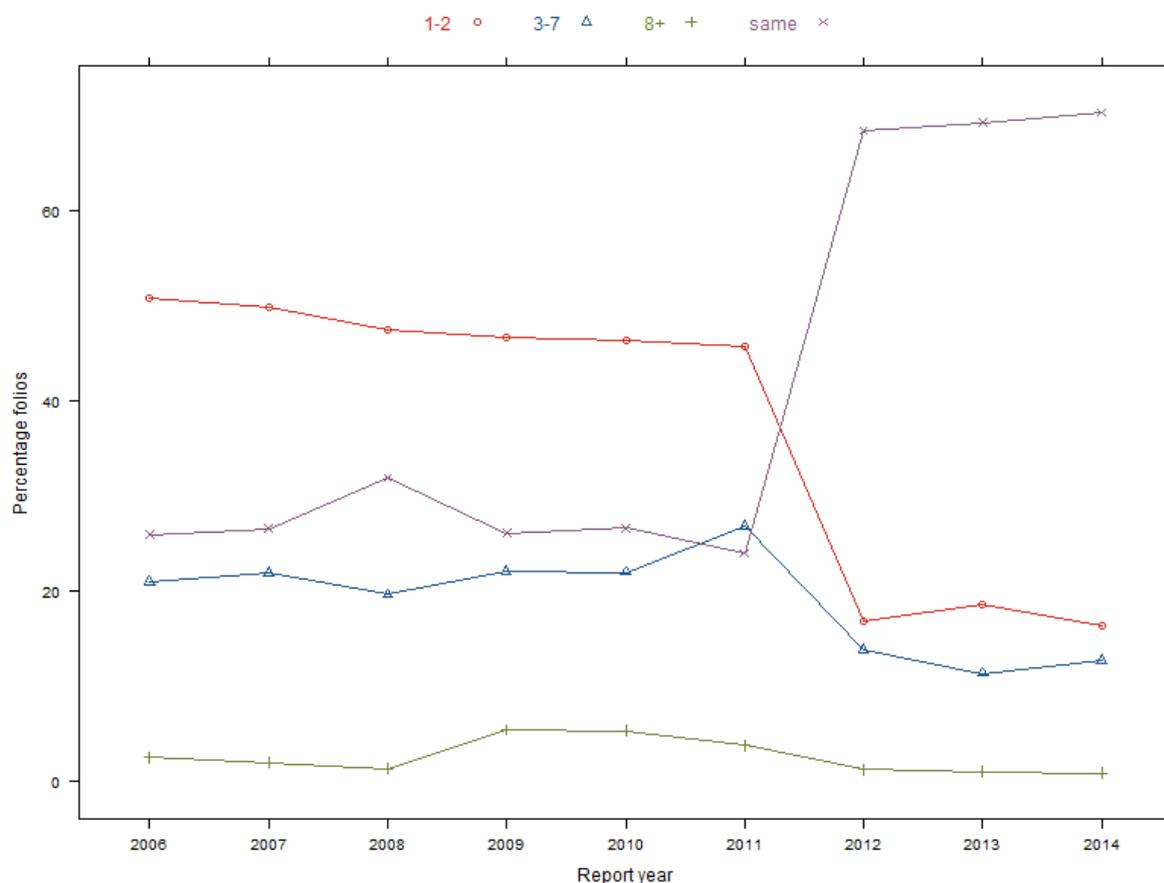


Figure 5 shows the historical comparisons for rung differences from 2006 to the present. While the 2014 results are generally consistent with past results, the percentage of 8+ rung differences in this sample remains lower than most other years.

Figure 5: Comparison of rung differences across years



Subject analysis

Table 3 summarises the absolute mean rung differences by subject, over time. The absolute mean does not take into consideration the direction of difference and therefore provides an overall indication of the degree of consistency in judgment based on rungs. The overall mean and standard deviation is for all subjects sampled in that year (not just those appearing in the table).

The table reinforces the trend noted in Figure 5, that 2014 has one of the highest levels of agreement of standards reflected by the lowest absolute mean value than for any year. It also highlights that there were nine common subjects in the 2013 and 2014 samples (Accounting, Dance, Economics, English, Health Education, Home Economics, Information Processing & Technology, Physical Education and Science21).

The 2014 random sampling for Science21 showed a higher than average absolute mean difference for the second consecutive year.

Visual Art, Music and Science21 have the largest average mean differences, while Study of Religion, Home Economics and Technology Studies also have larger than average mean differences.

The overall absolute mean for most subjects is lower than for any previous year. The results for Music, Science21, Technology Studies and Visual Art however, have been above the overall absolute mean in each year it has been included.

German, French, Agricultural Science and Accounting have the smallest absolute mean rung differences, with Accounting recording this for the second consecutive year.

Table 3: Absolute mean rung differences by subject

Subject	2006	2007	2008	2009	2010	2011	2012	2013	2014
Accounting	1.08			1.45		1.52	0.56	0.49	0.46
Agricultural Science			1.93		1.98	3.07			0.41
Biology			1.49	1.86		1.68	0.79		0.56
Business Communication & Technologies	1.8			1.89		1.76	0.3		0.53
Chinese						1.47	0.72		0.74
Dance			0.89		2.52			0.37	0.56
Economics		1.55		1.9		2.25	0.45	0.26	0.73
English	1.44		1.53	2.27		1.7		0.7	0.71
Film, Television and New Media			1.59	1.6			1.21		0.58
French			0.98			1.7	0.79		0.34
German						1.86	0.93		0.17
Health Education					1.86			0.79	0.51
Home Economics			1.52	2.39	2.31			0.8	1.09
Information Processing & Technology		1.69		2.69	2.17	2.23		0.68	0.88
Japanese	1.55		1.22			1.88	0.66		0.48
Marine Studies			1.45		1.68		0.87		0.51
Mathematics A		1.94		2.12		2.24	0.29		0.7
Mathematics B		1.49		1.82		1.81	1.03		0.91
Music			1.89	2.28		2.72	1.71		1.56
Physical Education		1.18	1.11		1.43		0.61	0.62	0.68
Science21					3.02			0.96	1.3
Study of Religion	1.57			2.43	2.3	2.11	0.57		1.19
Technology Studies	2.49				2.31	2.55			1.07
Visual Art	2.62		2.25	2.64		3.43	1.8		1.61
Standard deviation	1.89	1.89	1.79	2.72	2.71	2.35	1.69	1.78	1.58
Overall mean (absolute)	1.78	1.7	1.55	2.11	2.09	2.12	0.9	0.84	0.81

District analysis

Figure 6 compares absolute mean rung differences for random sampling panels in each district. Panels in the, Brisbane East and Cairns districts had the highest level of disagreement with the decisions made by schools about student placement across all subjects reviewed by the district.

Figure 6: Absolute mean rung differences by district of the random sampling review panel

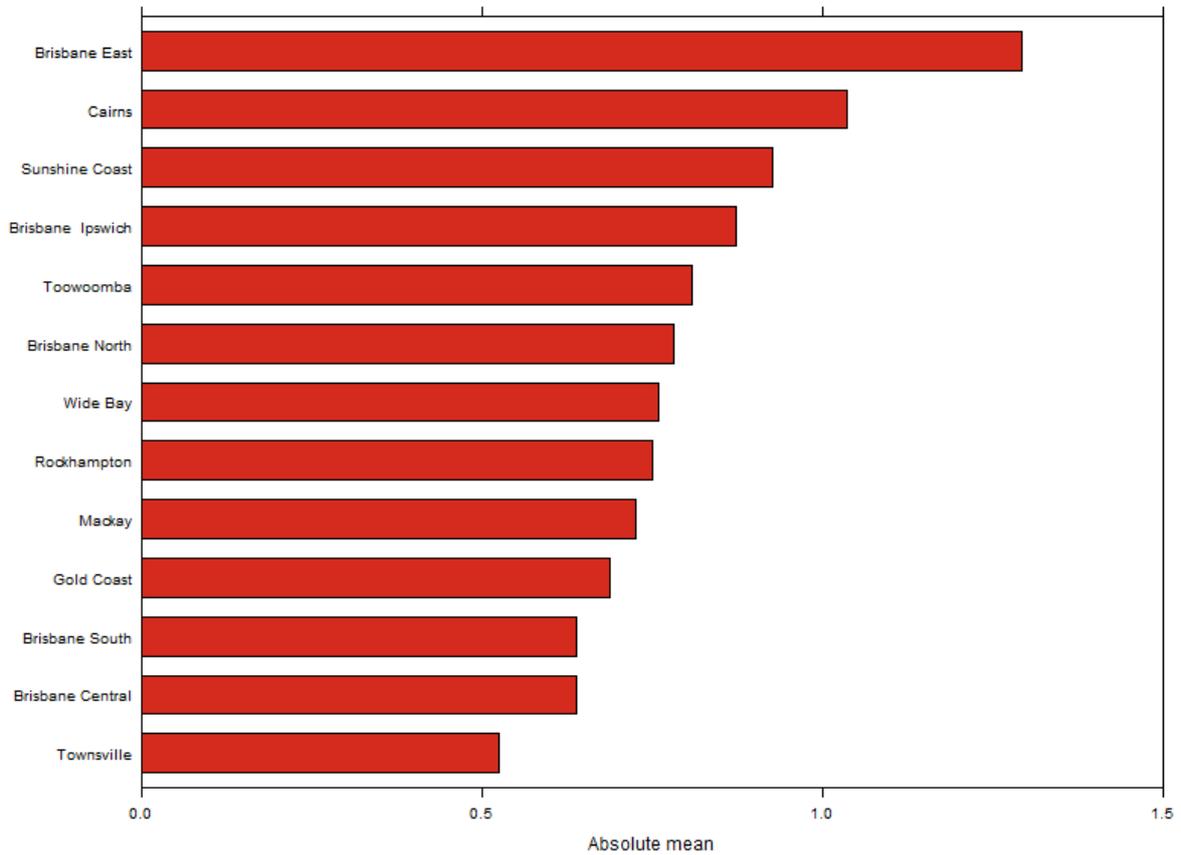


Figure 7 compares absolute mean rung differences for schools in each district. Mean rung differences across all subjects were largest for schools in the Brisbane South and Mackay districts.

Figure 7: Absolute mean rung differences for schools in each district

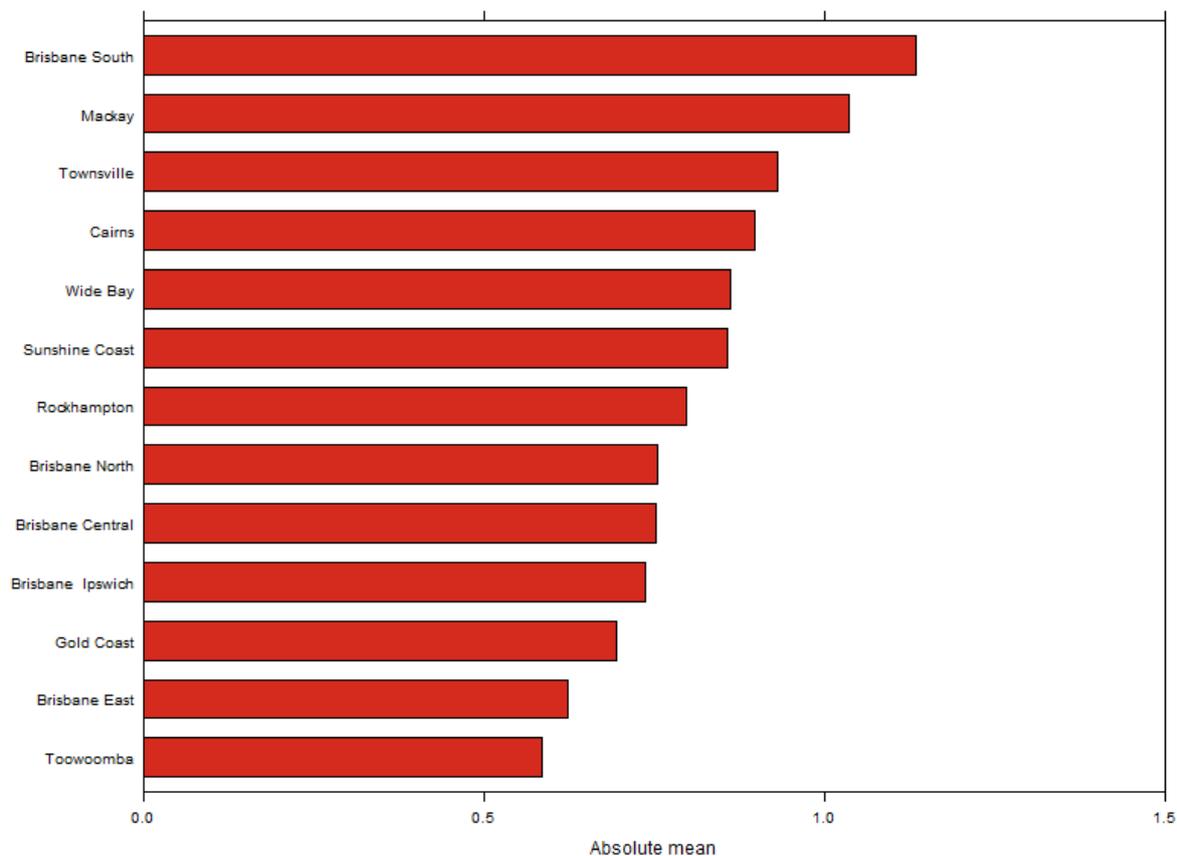


Table 4 compares absolute mean rung differences for random sampling panels in each district (Figure 6) with those of the schools' districts (Figure 7). Differences have been classified as large, medium or small to facilitate this analysis (where large is equivalent to greater than 1.5 rungs absolute mean difference and small is equivalent to less than one rung absolute mean difference). It should be noted that sample sizes received by district panels ranged from 182 to 301 folios and each district reviewed a different range of subjects. The most evident patterns to emerge from this comparison were:

- Brisbane South and Mackay districts found small differences in the folios they reviewed while other panels found medium differences for schools in their district
- Brisbane East and Cairns districts found medium differences in the folios they reviewed while other panels found small differences for schools in their districts
- while the Brisbane East district panel had the highest level of disagreement with folios they reviewed, schools in the Brisbane East district had the one of the lowest levels of disagreement when reviewed by panels from other districts
- more than half of the districts showed only small differences for panels and schools.

Table 4: Comparison of random sampling and home district mean differences

Random sampling district panels				
School's district	Difference	Large	Medium	Small
	Large (>1.5)			
	Medium (1–1.5)			Brisbane South Mackay
	Small (<1)		Brisbane East Cairns	Brisbane Central Brisbane North Brisbane Ipswich Gold Coast Rockhampton Sunshine Coast Toowoomba Townsville Wide Bay

Serious disagreement

Each year, the random sampling project report quotes figures for the level of serious disagreement over the exit LoAs awarded to folios. Table 5 summarises the rung differences where there has been a LoA difference. Over the years, the percentage of folios considered to have serious disagreement has ranged from 1% to 3%. This remains consistent since 2012 and at 1%, is among the lowest levels since the first year of sampling.

Table 5: Cases of rung differences affecting level of achievement

	2006	2007	2008	2009	2010	2011	2012	2013	2014
Sample size	1687	1800	2248	2662	2774	3224	2649	3136	3192
Different LoA with 1–2 rungs	79	80	114	150	146	130	79	113	113
	5%	4%	5%	6%	5%	4%	3%	4%	4%
3–7 rungs	99	105	160	191	209	198	116	126	140
	6%	6%	7%	7%	8%	6%	4%	4%	4%
8+ rungs	38	32	23	71	68	93	26	28	19
	2%	2%	1%	3%	2%	3%	1%	1%	1%
Total with different LoA	216	217	297	412	423	421	221	267	272

Submissions selected for additional review

After the initial review, 86 submissions (containing 289 folios) were recalled for additional review. Table 6 summarises the selected submissions. State review panellists or senior education officers complete additional reviews.

Visual Art had the largest number of folios requiring additional review, followed by Music, Mathematics B, Home Economics and Technology Studies.

Following the additional review there were fewer folios with disagreements, indicating that the state panellists were more likely to have been in agreement with the schools' placement of students.

Table 6: Subject submissions selected for additional review (number of folios)

Subject	Submissions	Total folios	Number of folios with differences	
			Before SRP review	After SRP review
Accounting	1	3	3	3
Biology	4	11	9	6
Business Communication & Technologies	2	5	4	3
Dance	2	4	3	2
Economics	2	4	4	1
English	3	16	11	9
Film, Television & New Media	4	11	11	7
Health Education	1	6	6	3
Home Economics	7	24	19	9
Information Processing & Technology	4	13	11	8
Japanese	2	4	4	2
Marine Studies	1	3	3	1
Mathematics A	4	9	7	2
Mathematics B	7	27	22	17
Music	14	39	26	15
Physical Education	4	13	10	6
Science21	3	15	13	12
Study of Religion	4	15	12	12
Technology Studies	6	21	17	5
Visual Art	11	46	39	26
Total	86	289	277	177

SRPs and SEOs were asked to provide an independent assessment of the selected folios. The results of this review are summarised in Table 7.

The mean rung difference has declined following the additional review. Despite an increase in the number of folios with small (1–2) and large (8+) differences to rung placement, there is a smaller number with a LoA difference. Further review of additional folios is more likely to reduce the amount of disparity between the schools' and the random sampling review panels' judgments.

The greatest number of discrepancies remained for Visual Art, Mathematics B, Music, Science21 and Study of Religion.

Table 7: Summary of additional review

	Number of folios with differences	
	After random sampling	After second review
Rung differences (8+)	23	36
Rung differences (3–7)	222	171
Rung differences (1–2)	41	78
Different LoA	181	127
Mean rung difference	0.73	0.24
Absolute mean rung difference	4.57	4.37

Appendixes

Random Sampling Form RS

School recording form

School		School code	
Subject		Subject code	
District		Panel code	

The following **school recording form** is to assist in the preparation of the random sample submission. For each of the students, the complete exit folio of responses is required. Please ensure that the level of achievement (LOA) and rung placements are recorded in the space provided (e.g. VH7). As each of the items is collected, please tick them off in the school column. Upon completion attach this form to the submission and send to the district coordinator.

Student	Name	LOA and rung placement	School	District coordinator
• Student A				
• Student B				
• Student C				
• Student D				
• Student E				
• Student F				
• Student G				
• A copy of the school's work program				
• A set of the assessment instruments used in the school's determination of the exit levels of achievement, with conditions identified, criteria sheets attached and expected responses where appropriate				
• Particular material required by syllabuses, e.g. audio and/or visual recordings				
• Any letters, signed by the principal, that may explain atypical situations				
• A profile of each selected student's achievement with the exit relative achievement indicated				

This information is collected so that the legislated functions of the QCAA concerning the administration of random sampling can be carried out. Personal information is not disclosed to anyone other than relevant QCAA staff unless required or authorised by law, permitted under the Information Privacy Act 2009, or so that the legislated function can be completed.



QCAA
Queensland Curriculum
& Assessment Authority

For all Queensland schools

Random Sampling Form RS1

Panellist recording form

School		School code	
Subject		Subject code	
District		Panel code	

After making judgements about the evidence in the student folios, indicate the level of achievement and the rung placement for each student that reflects the relative achievement at Exit.

Student	Name	Rung placement by school	Rung placement by panellist
A			
B			
C			
D			
E			
F			
G			

Comments:

Signature: Date: ■ / ■ / ■

This information is collected so that the legislated functions of the QCAA concerning the administration of panel training can be carried out. Personal information is not disclosed to anyone other than relevant QCAA staff unless required or authorised by law, permitted under the Information Privacy Act 2009, or so that the legislated function can be completed.



QCAA
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& Assessment Authority

For all Queensland schools

Random Sampling Form RS2

RPC recording form

School		School code	
Subject		Subject code	
District		Panel code	

After making judgements about the evidence in the student folios, indicate the level of achievement and the rung placement for each student that reflects the relative achievement at Exit.

Student	Name	Rung placement by school	Rung placement by RPC
A			
B			
C			
D			
E			
F			
G			

Comments:

Signature: Date: / /

This information is collected so that the legislated functions of the QCAA concerning the administration of panel training can be carried out. Personal information is not disclosed to anyone other than relevant QCAA staff unless required or authorised by law, permitted under the Information Privacy Act 2009, or so that the legislated function can be completed.



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For all Queensland schools

Random Sampling Form RS3

Consensus form

School		School code	
Subject		Subject code	
District		Panel code	

After making judgements about the evidence in the student folios, indicate the level of achievement and the rung placement for each student that reflects the relative achievement at Exit.

Student	Name	RS1	RS2
A			
B			
C			
D			
E			
F			
G			

Comments:

Signature: Date: / /

This information is collected so that the legislated functions of the QCAA concerning the administration of panel training can be carried out. Personal information is not disclosed to anyone other than relevant QCAA staff unless required or authorised by law, permitted under the Information Privacy Act 2009, or so that the legislated function can be completed.



QCAA
Queensland Curriculum
& Assessment Authority

For all Queensland schools

Appendix E: Subjects reviewed over the past 9 years

Table 8: Subjects reviewed over the past 9 years

Subject	2006	2007	2008	2009	2010	2011	2012	2013	2014
Aboriginal & Torres Strait Islander Studies									
Accounting	•			•		•	•	•	•
Agricultural Science			•		•	•			•
Ancient History		•	•		•		•	•	
Biology			•	•		•	•		•
Business Communication & Technologies	•			•		•	•		•
Chemistry			•		•	•		•	
Chinese						•	•		•
Dance			•		•			•	•
Drama	•		•		•	•		•	
Earth Science									
Economics		•		•		•	•	•	•
Engineering Technology				•					
English	•		•	•		•		•	•
Film Television and New Media			•	•			•		•
French			•			•	•		•
Geography	•			•	•	•		•	
German						•	•		•
Graphics	•	•			•	•		•	
Health Education					•			•	•
Home Economics			•	•	•			•	•
Hospitality Studies			•		•		•	•	
Information Processing and Technology		•		•	•	•		•	•
Information Technology Systems	•	•		•	•		•	•	
Italian									
Japanese	•		•			•	•		•
Legal Studies		•		•	•	•		•	
Marine Studies			•		•		•		•
Mathematics A		•		•		•	•		•
Mathematics B		•		•		•	•		•
Mathematics C		•		•	•	•		•	
Modern History		•	•	•	•		•	•	
Music			•	•		•	•		•
Physical Education		•	•		•		•	•	•
Physics			•		•	•		•	
Science21					•			•	•
Study Of Religion	•			•	•	•	•		•
Study Of Society									
Technology Studies	•				•	•			•
Visual Art	•		•	•		•	•		•