

Teaching, learning and assessment in General subjects (Units 1 and 2)



Features of the new QCE system

In the new Queensland Certificate of Education (QCE) system, syllabuses are a key foundational component of teaching, learning and assessment planning in General subjects.

Schools will decide on the sequencing, scope and scale of assessments for Units 1 and 2, and these assessments should reflect the local context.

Teachers will determine the assessment program, tasks and approaches to marking and reporting that will be used to assess student performance for Units 1 and 2.

Unit 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study.

Teaching and learning planning

The syllabus provides the necessary components to develop a teaching and learning program.

Syllabus objectives:

- outline what students need to learn
- are explored at least once in Units 1 and 2, and again in Units 3 and 4
- inform unit objectives.

Unit objectives:

- are contextualised for the subject matter and requirements of the unit
- are further contextualised for the requirements of the formative assessment instruments.

Assessment instruments:

- provide students with the opportunity to demonstrate how well they have met the syllabus objectives.

Assessment planning

In General subjects, teachers and schools will ensure that assessment programs for Units 1 and 2:

- assess each unit objective at least once
- provide at least two, but no more than four, assessments
- provide at least one assessment for each unit
- consider the suggested assessment information outlined in Units 3 and 4 that will most effectively assess the unit objectives
- provide opportunities for students to experience and respond to the types of assessment they will encounter in Units 3 and 4
- consider the assessment guidance in the syllabus.

Assessment instruments

In General subjects, teachers and schools will ensure that assessment instruments for Units 1 and 2:

- are aligned with the attributes of quality assessment and reflect the principles of quality assurance
- assess all the unit objectives or are part of a set of instruments that assess all the unit objectives
- contextualise the unit objectives to suit the subject matter and assessment technique chosen
- contain questions, items and/or activities that
 - are timed to reflect the developmental stage of the course
 - use the appropriate language level
 - where required, use sources or stimulus materials that are clear and appropriate to the task
 - provide clear instructions so that students understand what is required of them
 - provide opportunities for students to demonstrate the identified objectives
 - where appropriate, use the conditions of similar tasks offered in Units 3 and 4
- provide students with appropriate time and resources to complete the task.

Feedback and reporting

In Units 1 and 2, each assessment instrument will allow clear and explicit judgments using criteria that:

- describe how well students demonstrate the unit objectives
- provide the basis for feedback to students
- describe the evidence across the range of possible student responses.

Formats for making judgments may vary according to the course and assessment type, and could include answers, solutions and/or performance-level descriptors.

For the most up-to-date information on the new QCE system, visit the QCAA website:

www.qcaa.qld.edu.au/senior/new-snr-assessment-te.