

Memo

Queensland Curriculum and Assessment Authority

21 October 2016

Senior secondary

Number: 072/16

Year 11 External Assessment Trial — Semester 1, 2017

Purpose

To inform schools about the Year 11 *External Assessment Trial* in Semester 1, 2017, and to provide advice about the nomination process.

Background

A new senior assessment system will be introduced with students commencing Year 11 in 2019.

The new system will include a senior assessment model that combines school-based assessment developed and marked by teachers with external assessment set and marked by the Queensland Curriculum and Assessment Authority (QCAA).

To support the introduction of the new model, the QCAA trialled external assessment in seven subjects in 2016: English, Mathematics B, Chemistry, Geography, and Modern History in Semester 1; and Economics and Graphics in Semester 2.

Information

In Semester 1, 2017 the QCAA will trial external assessment in six Year 11 subjects:

- English
- French
- Japanese
- Mathematics B
- Physical Education
- Visual Art.

Schools wishing to nominate for the Year 11 *External Assessment Trial* are required to complete the online *Expression of Interest* form by **Thursday 3 November 2016**. Schools may choose to nominate for one or more of the subjects being trialled.

Successful schools will be notified of their participation on **Wednesday 16 November 2016**.

Schools will not be required to resubmit accredited work programs in order to accommodate their participation in the trial. QCAA officers are available to provide support to participating schools.

Participating schools are encouraged to replace an existing assessment task with the external assessment.

Attachments

The following documents accompany this memo:

- A frequently asked questions (FAQs) factsheet about the *External Assessment Trial*
- Information statements for each of the six subjects, which detail:
 - the assessment technique
 - subject matter
 - date
 - conditions
 - scope of the assessment
 - how the external assessment may be aligned with an existing approved course of study.

How to apply

Principals are required to complete and submit the online *Expression of Interest* form by close of business **Thursday 3 November 2016**.

The *Expression of Interest* form is available from the QCAA website www.qcaa.qld.edu.au/senior/new-snr-assessment-te/ext-assessment-trial/year-11-eoi-form.

Finding out more

For more information, please visit the QCAA website www.qcaa.qld.edu.au/senior/new-snr-assessment-te/queensland-review-snr-assessment-te.

Alternatively, please email Paul Ould, Assistant Director, Review and Transition, at Paul.Ould@qcaa.qld.edu.au, or phone (07) 3864 0310.

Jacqueline Wilton

Director, Curriculum Services Division

External Assessment Trial FAQs

Semester 1, 2017

What is the External Assessment Trial?

In Semester 1, 2017, the Queensland Curriculum and Assessment Authority (QCAA) will trial external formative assessments in the following Year 11 subjects:

- English
- French
- Japanese
- Mathematics B
- Physical Education
- Visual Art.

The assessments will be developed and graded externally, and administered under secure conditions. The trial will enable QCAA to evaluate the effectiveness of processes for delivering external assessments in a real-life situation.

The trial will be restricted to volunteer schools. Selection will be based on criteria that will take into account factors such as location, school sector, school type, and school size.

All schools are encouraged to submit an expression of interest.

Why is QCAA conducting the trial?

The *External Assessment Trial* is an opportunity for Queensland to grow a culture of assessment where internal and external assessments provide complementary information about student achievement. The trial will inform decisions about wider implementation of external assessments, improve system capacity to deliver them, and prepare students and schools to participate in them.

Why have these subjects been selected?

The six subjects selected represent a range of learning areas and student enrolment patterns.

What assessment techniques will be used in the trial?

The Semester 1, 2017 trial will use supervised assessments.

Will the trial assessments count towards a student's Year 12 exit level of achievement?

No. As the trial will involve Year 11 formative assessments, there will be no impact on a student's Year 12 exit result in the subject.

Are all schools expected to participate in the trial?

While there is no requirement for schools to participate, schools are encouraged to nominate for a trial wherever possible. Schools should consider their local readiness and whether the assessment parameters complement their current program.

When will the trial take place?

The following Year 11 subjects will be trialled as outlined below.

Subject	Date	Session
English	30 May 2017	Morning
Japanese	31 May 2017	Morning
French	31 May 2017	Afternoon
Mathematics B	1 June 2017	Morning
Physical Education	2 June 2017	Morning
Visual Art	2 June 2017	Afternoon

Morning commences: 8:50 am–9:20 am
Afternoon commences: 12:00 noon–12:30 pm

Who will grade the student responses?

The marking operation will occur outside of school time and markers will be paid for their work. Teachers currently teaching the senior syllabus are encouraged to submit a marker application.

What information will be provided to schools after the assessments have been delivered?

Reports on individual student achievement and a cohort analysis will be provided at the end of the trial.

More information

For more information, please visit the QCAA website www.qcaa.qld.edu.au/senior/new-snr-assessment-te/queensland-review-snr-assessment-te.

Alternatively, please email Paul Ould, Assistant Director, Review and Transition, at Paul.Ould@qcaa.qld.edu.au, or phone (07) 3864 0310.

Information statement for schools

External Assessment Trial: English
Year 11 Semester 1, 2017

Information about the trial

The purpose of this information statement is to explain the breadth, depth and specificity of the subject matter that informs the QCAA's *External Assessment Trial: English*.

Schools will use this information to determine if they would like to nominate to participate in the trial and to develop that part of the course of study that will be assessed externally through the trial should they be selected.

Key details

Trial assessment date	Assessment technique
Tuesday 30 May 2017	<i>Supervised written assessment — analytical essay</i> (English 2010 senior syllabus, p. 21)

Syllabus

The English 2010 senior syllabus is available from:
www.qcaa.qld.edu.au/senior/subjects/english/english-2010.

Conditions

- Time allowed: 120 minutes
 - commencing between 8:50 am and 9:20 am¹
 - perusal time: 5 minutes.
- The paper consists of twelve (12) questions — two (2) for each of the six (6) prescribed novels.
- Students are to choose one (1) from the two (2) questions which relate to the school's chosen text.
- Responses should be 700 words, excluding quotations, as an indicative length — there are no penalties applied for responses that differ from the indicative length.
- Response is to be written in the response book.
- Students will be provided with the following items at the commencement of the assessment:
 - assessment instrument book
 - response book
 - drafting paper.

¹ If schools would like to commence earlier than 8:50 am, please email the Assessment Operations Unit at seaops@qcaa.qld.edu.au by 31 March 2017.

Student equipment required

Students must bring the following equipment into the assessment:

- black pens.

Students must **not** bring the following equipment into the assessment:

- notes
- other equipment.

Criteria/Dimensions

The dimensions to be assessed are:

- *Understanding and responding to contexts*
- *Understanding and controlling textual features*
- *Evaluating meaning.*

In Dimension 3, *Creating and evaluating meaning*, the *Creating meaning* objectives are not assessed.

Subject matter to be assessed

To prepare Year 11 students for the *External Assessment Trial: English*, schools will develop and deliver a unit of work based on the unit focus *Representations of identity*. This focus will be delivered through a study of either an Australian or classic novel. Schools must choose one of the following novels for in-depth study:

- *Maestro*, by Peter Goldsworthy
- *The Secret River*, by Kate Grenville
- *Looking for Alibrandi*, by Melina Marchetta
- *Emma*, by Jane Austen
- *The Great Gatsby*, by F Scott Fitzgerald
- *The Chosen*, by Chaim Potok.

Schools should use the subject matter identified below to develop their text-specific unit of work. Learning experiences should provide explicit opportunities for students to engage with the dimensions and objectives of the syllabus.

Unit of work guiding information

Focus: Representations of identity

All schools should engage students with *Representations of identity* through learning experiences that consider how:

- texts construct representations through textual features (e.g. structure, narrative voice)
- the chosen novel represents the identities of key characters
- readers are invited to view these representations
- the chosen novel suggests key characters see themselves
- readers are invited to view these self-perceptions
- representations of identity and/or self-perception develop or change as the novel progresses
- the representations, changes, developments or outcomes reveal the ideas, attitudes and values underpinning the novel.

Schools should also explore the way the novel represents identity being shaped by influences such as:

- time and place
- belief systems, philosophies or cultural values

Subject matter to be assessed

- experiences as a result of class, gender or ethnicity
- formative experiences
- relationships with others
- personal ambitions or desires
- malevolent emotions, conflict, shame or secrecy
- other influences as identified through the in-depth study.

Schools will use this guiding information and make it specific to the chosen novel.

The unit of work on *Representations of identity* must provide opportunities for students to:

- analyse the ways ideas, attitudes and values underpin the text and influence readers
- evaluate perspectives and representations of concepts, identities, times and places in the text
- evaluate aesthetic features and their effects in the text.

The unit of work should include opportunities to analyse and evaluate how the novel's use of textual features works to represent concepts, identities, times and places and invites the audience to respond in particular ways. Examples of textual features include:

- characterisation — representations of characters and their relationships with each other
- narrative perspective and voice
- structural choices
- the use of particular aesthetic features to invite audience responses.

The unit of work will familiarise students with the assessment technique by providing students with the opportunity to:

- engage with the patterns and conventions of an analytical essay. In their essay responses, students should:
 - establish their thesis or central idea
 - develop this thesis or central idea using at least two main points
 - use supporting evidence from the novel
 - provide a conclusion
- engage with analytical language structures
- consider possible approaches to an unseen examination, such as time management and essay planning.

Contextual information

Schools will provide students with the following contextual information for the analytical essay:

- genre — analytical essay in response to an unseen item
- purpose — to communicate an informed perspective on the ways representations of identity are constructed in a literary text and influence audiences
- audience — readers who are familiar with the novel; you can assume the reader is familiar with the novel's setting, plot and characters.

Grading and reporting

- Student responses will be assessed by trained markers.
- Decisions about student achievement will be made by matching evidence in the response to an instrument-specific marking guide drawn from the syllabus standards.
- Student achievement grades will be in the form of overall criterion results in A–E format.
- An unannotated PDF version of each student response will be provided to schools in Semester 2, 2017.
- A subject report containing overall commentary, sample student responses, teaching and learning advice and a comparison of student achievement data will also be available to schools.

ICT requirements

There are no ICT requirements for participation in the *External Assessment Trial: English*.

Resources

- Resources to inform teaching and learning to support participation in the external assessment trial will be provided to schools early in Term 1, 2017.
- Sample assessment question/s and sample response/s will be provided prior to the external assessment.
- All resources are ‘sample only’ and:
 - are not complete assessment instruments
 - will not cover all topics or standards that may be included in the external assessment.

Finding out more

Contact the Review and Transition Branch by:

- email at AdminSeniorCurriculum@qcaa.qld.edu.au
- phone on (07) 3864 0299.

Information statement for schools

External Assessment Trial: French
Year 11 Semester 1, 2017

Information about the trial

The purpose of this information statement is to explain the breadth, depth and specificity of the subject matter that informs the QCAA's *External Assessment Trial: French*.

Schools will use this information to determine if they would like to nominate to participate in the trial and to develop that part of the course of study that will be externally assessed through the trial should they be selected.

Key details

Trial assessment date	Assessment technique
Wednesday 31 May 2017	Tasks conducted under supervised conditions (French 2008 senior syllabus, pp. 33–35)

Syllabus

The French 2008 senior syllabus is available from:
www.qcaa.qld.edu.au/senior/subjects/languages/french-2008.

Conditions

- Time allowed: 120 minutes
 - commencing between 12:00 pm and 12:30 pm¹
 - no planning time is allocated.
- The assessment is a supervised assessment with two sections:
 - listening and reading tasks
 - students will listen to and read texts in French and respond to items in English
 - based on the conditions of assessment in sections 8.3.1 and 8.3.2 (syllabus pp. 33–34)
 - writing task
 - students will respond in French to a stimulus and task in English
 - based on the conditions of assessment in sections 8.3.4 (syllabus pp. 34–35)
 - responses should be 300 words as an indicative length — there are no penalties applied for responses that differ from the indicative length.
- Some tasks and responses will be delivered online.
- Paper is provided for note-taking (notes will not be marked).

¹ If schools would like to commence earlier than 12:00 pm, please email the Assessment Operations Unit at seaops@qcaa.qld.edu.au by 31 March 2017.

Student equipment required

Students must bring the following equipment into the assessment:

- black pens
- pencils
- erasers
- earphones for the listening component (not wireless or Bluetooth).

Students must **not** bring the following equipment into the assessment:

- earphone cases
- notes.

Criteria/ Dimensions

The assessment will be delivered through an online assessment delivery platform. The criteria to be assessed are:

- *Comprehension: Listening*
- *Comprehension: Reading*
- *Conveying meaning: Writing.*

Subject matter to be assessed

To prepare students for the *External Assessment Trial: French*, schools will develop and deliver units of work based on the following themes:

- family and community
- leisure and human creativity.

Schools should use the identified subject matter and assessment techniques when developing these units of work.

Learning experiences in the school-developed units of work should provide explicit opportunities for students to engage with the objectives of the syllabus.

Schools will develop units of work on topics and language features, which include:

- similarities and differences between Australian and French schools
- family life
- French-speaking communities and their lifestyles
- social roles and customs.

In order to ensure that themes and topics are covered in preparation for the external assessment, schools should study in depth each theme identified in this section across the semester. Schools should also ensure the associated topics and language features related to the themes are the subject matter of those in-depth units.

Grading and reporting

- Student responses will be assessed by trained markers.
- Decisions about student achievement will be made by matching evidence in the response to an instrument-specific marking guide drawn from the syllabus standards.
- Student achievement grades will be in the form of overall criterion results in A–E format.
- An unannotated PDF version of each student response will be provided to schools in

Grading and reporting

Semester 2, 2017.

- A subject report containing overall commentary, sample student responses, teaching and learning advice and a comparison of student achievement data will also be available to schools.

ICT requirements

- An appropriate electronic device such as:
 - an Apple Mac computer with a minimum of OS X
 - a Windows-based tablet or computer running a minimum of Windows 7.
- The electronic device must have:
 - the capacity to connect to the internet
 - an operating system and browser combination indicated with a tick (✓) in the table below: (previous browser versions are not supported).

Information regarding lockdown browsers

For students:

Browser	Operating system/browser				
	Windows	OS X	iOS	Android	Chrome
Safe Exam Browser	✓	✓	–	–	–

For Senior External Assessment coordinators:

Browser	Operating system/browser				
	Windows	OS X	iOS	Android	Chrome
Chrome — latest stable	✓	✓	–	✓	✓
Firefox — latest stable including Extended Support Release (ESR)	✓	✓	–	–	–
Safari 7, 8	–	✓	✓	–	–
Internet Explorer 10, 11 (Desktop)	✓	–	–	–	–

Resources

- Resources to inform teaching and learning to support participation in the external assessment trial will be provided to schools early in Term 1, 2017.
- Sample assessment question/s and sample response/s will be provided prior to the external assessment.
- All resources are 'sample only' and:
 - are not complete assessment instruments
 - will not cover all topics or standards that may be included in the external assessment
 - are not indicative of the weighting of topics or standards in the external assessment.

Finding out more

Contact the Review and Transition Branch by:

- email at AdminSeniorCurriculum@qcaa.qld.edu.au
- phone on (07) 3864 0299.

Information statement for schools

External Assessment Trial: Japanese
Year 11 Semester 1, 2017

Information about the trial

The purpose of this information statement is to explain the breadth, depth and specificity of the subject matter that informs the QCAA's *External Assessment Trial: Japanese*.

Schools will use this information to determine if they would like to nominate to participate in the trial and to develop that part of the course of study that will be assessed externally through the trial should they be selected.

Key details

Trial assessment date	Assessment technique
Wednesday 31 May 2017	Tasks conducted under supervised conditions (Japanese 2008 senior syllabus, pp. 40–42)

Syllabus

The Japanese 2008 senior syllabus is available from:
www.qcaa.qld.edu.au/senior/subjects/languages/japanese-2008.

Conditions

- Time allowed: 120 minutes
 - commencing between 8:50 am and 9:20 am¹
 - no planning time is allocated.
- The assessment is supervised with two sections:
 - listening and reading tasks
 - students will listen to and read texts in Japanese and respond to items in English
 - based on the conditions of assessment in sections 8.3.1 and 8.3.2 (syllabus pp. 40–41)
 - writing task
 - students will respond in Japanese to a stimulus and task in English
 - based on the conditions of assessment in sections 8.3.4 (syllabus p. 42)
 - responses should be 400 characters as an indicative length — there are no penalties applied for responses that differ from the indicative length.
- Some tasks and responses will be delivered online.
- Paper is provided for note-taking (notes will not be marked).

¹ If schools would like to commence earlier than 8:50 am, please email the Assessment Operations Unit at seaops@qcaa.qld.edu.au by 31 March 2017.

Student equipment required

Students must bring the following equipment into the assessment:

- black pens
- pencils
- erasers
- earphones for the listening component (not wireless or Bluetooth).

Students must **not** bring the following equipment into the assessment:

- earphone cases
- notes.

Criteria/Dimensions

The assessment will be delivered through an online assessment delivery platform. The criteria to be assessed are:

- *Comprehension: Listening*
- *Comprehension: Reading*
- *Conveying meaning: Writing.*

Subject matter to be assessed

To prepare students for the *External Assessment Trial: Japanese*, schools will develop and deliver units of work based on the following themes:

- family and community
- leisure and human creativity.

Schools should use the identified subject matter and assessment technique when developing these units of work.

Learning experiences in the school-developed units of work should provide explicit opportunities for students to engage with the objectives of the syllabus.

Schools will develop units of work on topics and language features, which include:

- similarities and differences between Australian and Japanese schools
- family life
- Japanese-speaking communities and their lifestyles
- social roles and customs.

In order to ensure that themes and topics are covered in preparation for the external assessment, schools should study in depth each theme identified in this section across the semester. Schools should also ensure the associated topics and language features related to the themes are the subject matter of those in-depth units.

Grading and reporting

- Student responses will be assessed by trained markers.
- Decisions about student achievement will be made by matching evidence in the response to an instrument-specific marking guide drawn from the syllabus standards.
- Student achievement grades will be in the form of overall criterion results in A–E format.
- An unannotated PDF version of each student response will be provided to schools in Semester 2, 2017.

Grading and reporting

- A subject report containing overall commentary, sample student responses, teaching and learning advice and a comparison of student achievement data will also be available to schools.

ICT requirements

- An appropriate electronic device such as:
 - an Apple Mac computer with a minimum of OS X
 - a Windows-based tablet or computer running a minimum of Windows 7.
- The electronic device must have:
 - the capacity to connect to the internet
 - an operating system and browser combination indicated with a tick (✓) in the table below: (previous browser versions are not supported).

Information regarding lockdown browsers

For students:

Browser	Operating system/browser				
	Windows	OS X	iOS	Android	Chrome
Safe Exam Browser	✓	✓	–	–	–

For Senior External Assessment coordinators:

Browser	Operating system/browser				
	Windows	OS X	iOS	Android	Chrome
Chrome — latest stable	✓	✓	–	✓	✓
Firefox — latest stable including Extended Support Release (ESR)	✓	✓	–	–	–
Safari 7, 8	–	✓	✓	–	–
Internet Explorer 10, 11 (Desktop)	✓	–	–	–	–

Resources

- Resources to inform teaching and learning to support participation in the external assessment trial will be provided to schools early in Term 1, 2017.
- Sample assessment question/s and sample response/s will be provided prior to the external assessment.
- All resources are 'sample only' and:
 - are not complete assessment instruments
 - will not cover all topics or standards that may be included in the external assessment
 - are not indicative of the weighting of topics or standards in the external assessment.

Finding out more

Contact the Review and Transition Branch by:

- email at AdminSeniorCurriculum@qcaa.qld.edu.au
- phone on (07) 3864 0299.

Information statement for schools

External Assessment Trial: Mathematics B
Year 11 Semester 1, 2017

Information about the trial

The purpose of this information statement is to explain the breadth, depth and specificity of the subject matter that informs the QCAA's *External Assessment Trial: Mathematics B*.

Schools will use this information to determine if they would like to nominate to participate in the trial and to develop that part of the course of study that will be assessed externally through the trial.

Key details

Trial assessment date	Assessment technique
Thursday 1 June 2017	<i>Supervised test</i> (Mathematics B 2008 (amended 2014) senior syllabus, p. 32)

Syllabus

The Mathematics B 2008 (amended 2014) senior syllabus is available from:
www.qcaa.qld.edu.au/senior/subjects/mathematics/mathematics-b-2008.

Conditions

- Time allowed: 130 minutes
- Paper 1 (technology-free):
 - reading time: 5 minutes
 - working time: 60 minutes.
- Paper 2 (technology-active):
 - reading time: 5 minutes
 - working time: 60 minutes.
- There will be a 10-minute change-over time between papers.
- No student will be permitted to leave the room during the change-over time.
- Paper 1 is to commence between 8:50 am and 9:20 am.¹
- Responses are to be written in the spaces provided in the test papers.
- Students will be provided with the following items at the commencement of the assessment:
 - a question and response book
 - a formula sheet to be used for both papers
 - spare graph paper (as required)
 - drafting paper.

¹ If schools would like to commence earlier than 8:50 am please email Assessment Operations Unit at seaops@qcaa.qld.edu.au by 31 March 2017.

Student equipment required

Students must bring the following equipment into the assessment:

- black pens
- pencils (2B)
- ruler
- sharpener
- eraser.

Criteria/Dimensions

Criteria to be assessed are:

- *Knowledge and procedures*
- *Modelling and problem solving*
- *Communication and justification.*

The external assessment instrument may not provide the opportunity for all aspects of the criteria to be demonstrated.

In particular, the following sub-criteria within *Modelling and problem solving* will not be addressed in the external assessment instrument:

- identification of assumptions and their associated effects, parameters and/or variables
- investigation and evaluation of the validity of mathematical arguments including the analysis of results in the context of problems; the strengths and limitations of models, both given and developed (syllabus p. 36).

Subject matter to be assessed

To prepare students for the *External Assessment Trial: Mathematics B*, schools will develop and deliver course components based on the relevant topics.

Schools should use the identified subject matter and the assessment technique when developing course components related to the external assessment.

Learning experiences in the school-developed unit should provide explicit opportunities for students to engage with the criteria and objectives of the Mathematics B 2008 (amended 2014) senior syllabus.

The unit of work should use syllabus-referenced subject matter linked to the following topics:

Introduction to functions, Periodic functions and applications and **Applied statistical analysis.**

The external assessment instrument may not provide the opportunity for all aspects of the subject matter to be demonstrated.

Introduction to functions (syllabus p. 12)

- concepts of function, domain and range
- ordered pairs, tables, graphs and equations as representations of functions and relations
- graphs as a representation of the points whose coordinates satisfy an equation
- distinction between functions and relations
- distinctions between continuous functions, discontinuous functions and discrete functions
- general shapes of functions, including polynomials up to degree 4
- relationships between the graph of $f(x)$ and the graphs of $f(x) + a$, $f(x + a)$, $af(x)$, $f(ax)$ for both positive and negative values of the constant a
- practical applications — polynomials up to degree 2

Subject matter to be assessed

- solutions to simultaneous equations in two variables
 - graphically, using technology
 - algebraically (linear and quadratic equations only)
- composition of two functions.

Periodic functions and applications (syllabus pp. 15–16)

- definition of a radian and its relationship with degrees
- trigonometry, including the definition and practical applications of the sine, cosine and tangent ratios
- simple practical applications of the sine and cosine rules (the ambiguous case is not essential)
- definition of a periodic function, the period and amplitude
- definition of the trigonometric functions \sin , \cos and \tan of any angle in degrees and in radians
- solution of trigonometric equations within a specified domain
 - algebraically in simple situations (multiple angles are not essential)
 - using technology to any complexity.

Applied statistical analysis (syllabus p. 22)

- identification of variables and types of variables and data (continuous and discrete); practical aspects of collection and entry of data
- select and use in context appropriate graphical and tabular displays for different types of data including pie charts, bar charts, tables, histograms, stem-and-leaf and box plots
- use of summary statistics including mean, median, standard deviation and interquartile distance as appropriate descriptors of features of data in context
- use of graphical displays and summary statistics in describing key features of data, particularly in comparing datasets and exploring possible relationships.

Grading and reporting

- Student responses will be assessed by trained markers.
- Decisions about student achievement will be made by matching evidence in the response to an instrument-specific marking guide drawn from the syllabus standards.
- Student achievement grades will be in the form of overall criterion results in A–E format.
- An unannotated PDF version of each student response will be provided to schools in Semester 2, 2017.
- A subject report containing overall commentary, sample student responses, teaching and learning advice and a comparison of student achievement data will also be available to schools.

ICT requirements

Graphics calculator (without CAS functionality).²

² Calculators must not have access to symbolic algebra manipulation, symbolic differentiation or integration, language translators, other machines or the internet, or information stored in them including databanks, dictionaries, mathematical formulas, text.

Resources

- Resources to inform teaching and learning to support participation in the external assessment trial will be provided to schools early in Term 1, 2017.
- Sample assessment question/s and sample response/s will be provided prior to the external assessment.
- All resources are 'sample only' and:
 - are not complete assessment instruments
 - will not cover all topics or standards that may be included in the external assessment
 - are not indicative of the weighting of topics or standards in the external assessment.

Finding out more

Contact the Review and Transition Branch by:

- email AdminSeniorCurriculum@qcaa.qld.edu.au
- phone (07) 3864 0299.

Information statement for schools

External Assessment Trial: Physical Education
Year 11 Semester 1, 2017

Information about the trial

The purpose of this information statement is to explain the breadth, depth and specificity of the subject matter that informs the QCAA's *External Assessment Trial: Physical Education*.

Schools will use this information to determine if they would like to nominate to participate in the trial and to develop that part of the course of study that will be assessed externally through the trial should they be selected.

Key details

Trial assessment date	Assessment technique
Friday 2 June 2017	<i>Supervised written assessment</i> (Physical Education 2010 senior syllabus, p. 21)

Syllabus

The Physical Education 2010 senior syllabus is available from:
www.qcaa.qld.edu.au/senior/subjects/hpe/physical-education-2010.

Conditions

- Time allowed: 130 minutes
 - commencing between 8:50 am and 9:20 am¹
 - reading time: 10 minutes
 - working time: 120 minutes.
- The assessment is a supervised assessment with three sections:
 - 10 multiple-choice questions
 - short-response questions
 - responses should be 150 words as an indicative length — there are no penalties applied for responses that differ from the indicative length
 - extended response to stimulus
 - students will respond to an unseen question and supplied unseen stimulus
 - responses should be 400 words as an indicative length — there are no penalties applied for responses that differ from the indicative length.
- Students will be provided with the following items at the commencement of the assessment:
 - a question book
 - a response book
 - drafting paper.

¹ If schools would like to commence earlier than 8:50 am please email the Assessment Operations Unit at seaops@qcaa.qld.edu.au by 31 March 2017.

Student equipment required

Students must bring the following equipment into the assessment:

- black pens.

Criteria/Dimensions

Dimensions to be assessed are:

- *Acquiring*
- *Applying*
- *Evaluating*.

Syllabus standards descriptors for physical performance will not be assessed.

Subject matter to be assessed

To prepare students for the *External Assessment Trial: Physical Education*, schools will develop and deliver a unit of work on *Focus Area B: Processes and effects of training and exercise* (syllabus p. 12) with integrated learning experiences in a direct interceptive physical activity. Emphasis will be placed on the following core subject matter:

Energy systems

How does an understanding of energy systems help and improve team and individual performance in physical activities?

- the three energy systems
- limitations
- percentage use of energy systems in physical activities
- positional play
- energy system analysis

Exercise physiology principles

How does an understanding of exercise physiology principles help and improve team and individual performance in physical activities?

- fitness components applicable to physical activity
 - muscular strength, muscular endurance, muscular power
 - speed
 - agility
 - aerobic and anaerobic capacity
- training methods
 - continuous training
 - interval training
 - resistance training
 - circuit training
- principles of training
 - specificity
 - progressive overload
 - frequency
 - intensity
 - duration

Direct interceptive physical activity

Students must engage in integrated learning experiences in, about and through a direct interceptive physical activity across the assessable dimensions of *Acquiring, Applying and Evaluating*. Where possible, student learning should be authentic, that is based in real contexts and applicable to the

Subject matter to be assessed

student's personal experience (syllabus p. 6).

Core subject matter from *Focus Area B: Processes and effects of training and exercise* must be integrated with the selected physical activity from the direct interceptive physical activity category, by being relevant to and contextualised within that physical activity (syllabus p. 6).

Schools should use the identified subject matter and assessment technique when developing a unit of work.

Learning experiences in the school-developed unit of work should provide explicit opportunities for students to engage with the objectives of the Physical Education 2010 senior syllabus.

Assessment technique

The *External Assessment Trial: Physical Education* will be a single assessment instrument with multiple parts including multiple-choice questions, short-response questions and an extended written response to stimulus conducted under supervised conditions.

Grading and reporting

- Student responses will be assessed by trained markers.
- Decisions about student achievement will be made by matching evidence in the response to an instrument-specific marking guide drawn from the syllabus standards.
- Student achievement grades will be in the form of overall criterion results in A–E format.
- An unannotated PDF version of each student response will be provided to schools in Semester 2, 2017.
- A subject report containing overall commentary, sample student responses, teaching and learning advice and a comparison of student achievement data will also be available to schools.

ICT requirements

There are no ICT requirements for schools to participate in the *External Assessment Trial: Physical Education*.

Resources

- Resources to inform teaching and learning to support participation in the external assessment trial will be provided to schools early in Term 1, 2017.
- Sample assessment question/s and sample response/s will be provided prior to the external assessment.
- All resources are 'sample only' and:
 - are not complete assessment instruments
 - will not cover all topics or standards that may be included in the external assessment
 - are not indicative of the weighting of topics or standards in the external assessment.

Finding out more

Contact the Review and Transition Branch by:

- email AdminSeniorCurriculum@qcaa.qld.edu.au
- phone (07) 3864 0299.

Information statement for schools

External Assessment Trial: Visual Art
Year 11 Semester 1, 2017

Information about the trial

The purpose of this information statement is to explain the breadth, depth and specificity of the subject matter that informs the QCAA's *External Assessment Trial: Visual Art*.

Schools will use this information to determine if they would like to nominate to participate in the trial and to develop that part of the course of study that will be externally assessed through the trial.

Key details

Trial assessment date	Assessment technique
Friday 2 June 2017	<i>Extended writing — essay</i> (Visual Art 2007 senior syllabus, p. 27)

Syllabus

The Visual Art 2007 senior syllabus is available from:
www.qcaa.qld.edu.au/senior/subjects/arts/visual-art-2007.

Conditions

- Time allowed: 135 minutes
 - commencing between 12:00 pm and 12:30 pm¹
 - planning time: 15 minutes
 - writing time: 120 minutes.
- Students will respond to one question from three options and justify their viewpoint with reference to two selected artworks from the stimulus book.
- Responses should be 600–800 words as an indicative length — there are no penalties applied for responses that differ from the indicative length.
- Students will be provided with the following items at the commencement of the assessment:
 - a question book
 - a response book for students to complete their response in written form
 - a stimulus book containing a collection of unseen artworks accompanied by a brief statement about each artist and related information pertinent to the artwork
 - drafting paper.

¹ If schools would like to commence earlier than 12:00 pm please email the Assessment Operations Unit at seaops@qcaa.qld.edu.au by 31 March 2017.

Student equipment required

Students must bring the following equipment into the assessment:

- black pens
- highlighters (to be used on stimulus book only).

Criteria/Dimensions

Criteria to be assessed is Criterion 3: *Appraising* (syllabus p. 5):

- analyse, interpret, evaluate and synthesise information about visual language, expression and meanings in artworks, relevant to concepts, focuses, contexts and media
- justify a viewpoint through developing, resolving and reflecting
- use appropriate Visual Art terminology and language conventions.

These criteria relate to the specific requirements of the external assessment instrument. The external assessment instrument will not provide the opportunity for all aspects of the criteria in *Appraising* to be demonstrated. The concepts and focuses referred to in the first objective assessed in Criterion 3 may not refer to those nominated by a school in their work program. Within the external assessment, concepts and focuses will refer to those identified by artists whose work is featured in the stimulus material. Further, students will not be required to justify a viewpoint through *Researching* given the parameters of external assessment.

Subject matter to be assessed

To prepare students for the *External Assessment Trial: Visual Art*, schools will review their current school work program for Semester 1 with particular attention to further development in teaching and learning in the criterion of *Appraising*, relevant to the school-selected concept and focus.

Schools should provide the opportunity for students to learn, write and be involved in discussions to appraise artworks.

Learning experiences in the school-developed unit of work should provide explicit opportunities for students to engage with the criterion and objectives of the syllabus by:

- describing artworks using visual language and expression
- knowing how to justify a viewpoint
- understanding how to reference artworks and the language conventions in an extended writing response
- analysing, interpreting and evaluating artworks using visual art terminology
- considering the production and display of artworks
- knowing about the use of visual language and expression to communicate meaning in artwork related to a concept and/or focus
- understanding the influence of context and culture in the meaning and aesthetic appreciation of artworks
- considering how artists use techniques, processes and compositional considerations to engage the viewer
- understanding the use of symbols and metaphors in conceptual art making
- valuing the contemporary artwork of Australian artists including Aboriginal artists and Torres Strait Islander artists, and international artists including Asian artists
- engaging in discussions about artworks across two-dimensional and three-dimensional media considering how and why artworks relate to the meaning of a *concept* and/or *focus*.

Grading and reporting

- Student responses will be assessed by trained markers.
- Decisions about student achievement will be made by matching evidence in the response to an instrument-specific marking guide drawn from the syllabus standards.
- Student achievement grades will be in the form of overall criterion results in A–E format.
- An unannotated PDF version of each student response will be provided to schools in Semester 2, 2017.
- A subject report containing overall commentary, sample student responses, teaching and learning advice and a comparison of student achievement data will also be available to schools.

ICT requirements

There are no ICT requirements for schools to participate in the *External Assessment Trial: Visual Art*.

Resources

- Resources to inform teaching and learning to support participation in the external assessment trial will be provided to schools early in Term 1, 2017.
- Sample assessment question/s and sample response/s will be provided prior to the external assessment.
- All resources are ‘sample only’ and:
 - are not complete assessment instruments
 - will not cover all topics or standards that may be included in the external assessment
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Finding out more

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