2021 Cross Disciplinary Studies Subject Assessment Advice

Overview

Subject assessment advice, based on the previous year’s assessment cycle, gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

School Assessment

Assessment Type 1: Commentary

A commentary should illustrate and evaluate the ways in which the selected disciplines (or aspects of a discipline), contribute to the solution of one or more contemporary problems or issues.

A commentary should be a maximum of 1000 words if written or a maximum of 6 minutes for an oral presentation, or the equivalent in multimodal form. Where more than one commentary is undertaken for a 20-credit subject, students may focus on different aspects of a problem or issue, or different problems or issues.

The more successful responses commonly:

* required response to a small number of open-ended questions, allowing students to demonstrate in-depth analysis and problem-solving skills
* clearly stated the capabilities being evidenced (if assessing KU3) and made direct links to learning interests
* used images, photos and diagrams to support evaluation and conclusions.

The less successful responses commonly:

* focused on a limited selection of disciplines
* were overly scaffolded which led students to provide simplistic responses
* did not provide specific evidence of development of capabilities
* provided charts, graphs and other data without analysis and evaluation.

Assessment Type 2: Group Project

This assessment type is designed to assess each student’s ability to work collaboratively to plan, organise and implement a group project that focuses on a learning requirement or an aspect of the content. Students must be given the opportunity to collaborate in the decision-making process and to share responsibilities as they respond to the project. Outcomes can be presented as a collective outcome, an individual outcome, or a combination.

The more successful responses commonly:

* demonstrated collaboration skills in a range of situations
* clearly identified the roles, responsibilities, and contributions of each student throughout the construction and outcome
* reflected detailed and in-depth analysis and evaluation of ideas and information regarding the learning interest
* evidenced students’ application of knowledge and understanding to solve problems and to develop further questions in relation to the relevant discipline/s
* when evaluating learning in the reflection, explicitly identified and evaluated the project outcome(s), including the application of knowledge and analysis.

The less successful responses commonly:

* recounted the activities the group undertook without analysis
* included the same evidence for all group members without indicating individual students’ contribution to the process and outcome
* lacked sufficient depth of analysis, reflection, and evaluation in the reflection.

Assessment Type 3: Presentation and Discussion

Students select an aspect of their learning from across the program for a presentation followed by a discussion. This is an opportunity for students to integrate and apply their cross-disciplinary knowledge and skills in the context of the learning interest and to provide evidence of their learning that encompasses the generation of an idea followed through to its conclusion.

The presentation and discussion combined should be a maximum of 15 minutes. Of this, the presentation should be a maximum of 7 minutes.

The more successful responses commonly:

* evidenced student learning as a speech accompanied by a multimodal presentation
* facilitated student preparation for discussion component by providing discussion questions in advance
* provided a range of evidence of learning that linked to each of the relevant assessment design criteria
* included an accurate transcript of the presentation and discussion
* embedded the learning interest, and relevant discipline/s, in the construction of the presentation and discussion
* scheduled the discussion some time after the presentation to allow for student reflection.

The less successful responses commonly:

* provided a recount of information gathered
* required students to engage in a discussion immediately following the presentation and respond to spontaneous questions.

External Assessment

Assessment Type 4: Analysis

The analysis assessment must be related to one or more aspects of the learning interest. This assessment type requires analysis tasks to be completed in 60 minutes under supervision.

The more successful responses commonly:

* required students to respond to open-ended questions, resulting in detailed and in-depth analysis of the complexity of the issue and/or information
* referenced and analysed data to support argument and developed solutions to answer an extended response
* included student reflection and evaluation of learning in relation to the learning interest
* applied specific discipline knowledge to the learning interest
* required students to apply discipline knowledge to analyse content and make reasoned recommendations (problem solving)

The less successful responses commonly:

* required students to answer closed questions, limiting the depth and breadth of their analysis
* did not address all the specific features
* were too scaffolded and did not allow for students to form their own conjectures
* recounted information without analysis
* omitted a recommendation that elaborated on (problem solving) the learning interest.