

Stage 2 Quality Assurance and Assessment Panels in 2018

The SACE Board seeks applicants to register interest in one or more assessment panels within their subject or area of expertise.

Included at the end of this document is a list of Stage 2 subjects.

Stage 2 Quality Assurance and Assessment Panels

Every Stage 2 subject has a school assessment component that is weighted at 70% and an external assessment component that is weighted at 30%.

There are four phases in the assessment cycle — planning, clarifying, confirming, and improving. There are roles for panel members in the confirming phase,

which covers both school assessment and external assessment.

Panels

School Assessment

- Moderation

External Assessment

- Examination setting
- Examination vetting
- Marking (investigations, oral examinations (languages only), performances, written examinations)

Summary of panel roles

Each panel has a different purpose and requires panel members to undertake specific tasks. The following is an outline of the panel's purpose and the role of panel members.

SCHOOL ASSESSMENT

Moderation	The school assessment component comprises two or three assessment types in each Stage 2 subject. Schools submit grades for each of these assessment types. These grades are moderated using samples of student work. Moderators review evidence in the student samples seeking to confirm the grades. Moderation usually occurs at a central location. Moderators: • receive training (including benchmarking activities) • work with colleagues to moderate grades submitted by teachers/schools • prepare feedback for teachers/schools.
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EXTERNAL ASSESSMENT

Examination setting	A panel, chaired by the Chief Supervisor — External Assessment, sets the examination in a subject. Examination setters: • contribute to setting questions, and to sourcing and developing potential examination material • contribute to preparing successive drafts of the examination paper for consideration by the vetting panel • contribute to developing marking guidelines and possible answers.
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EXTERNAL ASSESSMENT continued	
Examination vetting	A panel, chaired by the Chief Supervisor — External Assessment, vets the examination in a subject. Examination vetters: • undertake an analysis of the complete draft examination paper • assess the examination paper against the table of specifications.
Marking	<i>Investigations</i> The SACE Board appoints and trains markers to mark investigations in a particular subject. This work usually occurs from late September. Markers: • receive training (including benchmarking activities) • assess students' investigations • prepare feedback for the Chief Supervisor — External Assessment on the quality of student responses. <i>Oral examinations</i> The SACE Board appoints and trains markers to mark oral examinations in particular language subjects. Marking is done at a given location according to a schedule. This work usually occurs at the beginning of Term 4. Markers: • receive training (including benchmarking activities) • work with colleagues to assess individual students in person or by telephone or videoconference • prepare feedback for the Chief Supervisor — External Assessment on the quality of student responses. <i>Performances</i> The SACE Board appoints and trains markers to mark performances in particular subjects. Marking is done at a given location according to a schedule. This work occurs from the beginning of Term 2. Markers: • receive training (including benchmarking activities) • work with colleagues to assess students' performances on site • prepare feedback for the Chief Supervisor — External Assessment on the quality of student responses. <i>Written examinations</i> The SACE Board appoints and trains markers to mark examination scripts in particular subjects. This work usually occurs in Term 4. Markers: • receive training (including benchmarking activities) • mark batches of randomised examination scripts • prepare feedback for the Chief Supervisor — External Assessment on the quality of student responses.

The Chief Supervisor Roles

The SACE Board appoints a Chief Supervisor — School Assessment and a Chief Supervisor — External Assessment for each subject at Stage 2.

The Chief Supervisors work collaboratively with each other and with the respective supervisors in the subject. In appointing these positions, the SACE Board takes into account the number of students in a particular subject and the expertise available to supervise the subject.

Chief Supervisors — School Assessment:

- provide expert advice in the subject
- take responsibility for the quality assurance of school assessment in the subject
- liaise with the SACE Officer for the subject
- plan for the presentation of clarifying activities
- participate in the selection of moderators and supervisors
- select and annotate materials for training moderators

- support and participate in the training of moderators and supervisors
- oversee the moderation process for the subject
- monitor the written feedback to teachers
- contribute to a subject report
- participate in the Curriculum Leaders Group/ Subject Reference Group for the subject
- review moderation outcomes and processes on advice from the SACE Board Executive.

Note: For subjects offered through SACE International, an additional assessment cycle will occur from 2019. Preparation for this cycle will commence during 2018.

Chief Supervisors — External Assessment:

- provide expert advice in the subject
- take responsibility for the quality assurance of external assessment in the subject
- liaise with the SACE Officer for the subject
- participate in the selection of markers and supervisors
- liaise with Assessment Operations on the preparation of a marking and supervision schedule
- support and participate in the training of markers (and supervisors, where applicable)

- oversee the marking process for the subject
- contribute to a subject report
- participate in the Curriculum Leaders Group/ Subject Reference Group for the subject
- review marking processes on advice from the SACE Board Executive.

In addition, for subjects with *investigations* or *performances*:

- select and annotate benchmark pieces for training markers.

In addition, for subjects with *examinations*:

- liaise with the SACE Officer and the editor for the examination
- liaise with the SACE Officer in regard to the allocated budget (written examinations)
- chair the setting and vetting panels for the examination papers
- prepare a table of specifications for the examination
- prepare a marks scheme/marketing guidelines
- select materials for training markers.

Note: For subjects offered through SACE International, an additional assessment cycle will occur from 2019. Preparation for this cycle will commence during 2018.

Stage 2 Panel Timing and Location

The following table gives an indication of the timing of the assessment panel within the school calendar year and proposed location.

Panel Activity	Proposed Timing	Length of Process and Location
Moderation	End of Semester 1, Research Project A and B, and SACE International subjects from 2018 End of Semester 2, all subjects including Research Project A and B	Up to 1 week, central venue Ranging from 1 day to 5 days for most subjects (depending on the size of the subject cohort), central venue
Examination	Setting and vetting, commencing early in Term 1	Various <i>Note: For examinations offered through SACE International, an additional mid-year examination cycle will occur from 2019. Setting and vetting panels in 2018 will also contribute to this cycle.</i>
Marking	Written examinations – commencing October, and March/ April 2018 for SACE International subjects Oral examinations – commencing early Term 4 Investigations – Research Project A and B (mid-July; and beginning of November) Investigations – other subjects (commencing late September) Performances – Terms 2, 3, and 4	One or two central meetings, marking time depends on the size of student cohort One central training meeting, then according to the oral examination schedule One central meeting for training and benchmarking, then according to schedule One central meeting for training and benchmarking, then according to schedule One training meeting that includes viewing a benchmark performance, then according to schedule

Stage 2 Subjects in 2018

Subjects are listed in their learning area. Those appearing in italics have an external examination and those with * are offered through SACE International.

ARTS	HEALTH AND PHYSICAL EDUCATION	<i>Karen</i>
Creative Arts	Health	<i>Khmer</i>
Dance	Child Studies	<i>Korean</i>
Drama	Food and Hospitality	<i>Latin</i>
Music	Outdoor Education	<i>Macedonian</i>
Composing and Arranging	<i>Physical Education</i>	<i>Malay*</i>
Ensemble Performance		<i>Maltese</i>
<i>Musical Styles</i>	HUMANITIES AND SOCIAL SCIENCES	<i>Modern Greek</i>
Music Individual Study	Society and Culture	<i>Persian</i>
Music Technology	Aboriginal Studies	<i>Polish</i>
<i>Musicianship</i>	<i>Australian and International Politics</i>	<i>Portuguese</i>
Performance Special Study	Ancient Studies	<i>Punjabi</i>
Solo Performance	<i>Economics*</i>	<i>Romanian</i>
Visual Arts	<i>Geography</i>	<i>Russian</i>
Visual Arts – Art	<i>Legal Studies*</i>	<i>Serbian</i>
Visual Arts – Design	Media Studies	<i>Sinhala</i>
	<i>Modern History*</i>	<i>Spanish</i>
BUSINESS, ENTERPRISE, AND TECHNOLOGY	Philosophy	<i>Swedish</i>
	Religion Studies	<i>Tamil</i>
Business and Enterprise*	<i>Tourism</i>	<i>Turkish</i>
<i>Accounting*</i>	Women's Studies	<i>Ukrainian</i>
Design and Technology		<i>Vietnamese</i>
Communication Products	LANGUAGES	<i>Yiddish</i>
Material Products	Language and Culture	
Systems and Control Products	Australian Languages	MATHEMATICS
Information Processing and Publishing	<i>Arabic</i>	<i>Essential Mathematics</i>
<i>Information Technology*</i>	<i>Armenian</i>	<i>General Mathematics</i>
Workplace Practices	<i>Auslan</i>	<i>Mathematical Methods*</i>
	<i>Bosnian</i>	<i>Specialist Mathematics*</i>
CROSS-DISCIPLINARY	<i>Chinese</i>	
Cross-disciplinary Studies	<i>Chin Hakha</i>	SCIENCES
Community Studies A	<i>Croatian</i>	Scientific Studies
Community Studies B	<i>Dutch</i>	Agricultural Production
Integrated Learning	<i>Filipino</i>	Agricultural Systems
Research Project A*	<i>French</i>	<i>Biology*</i>
Research Project B*	<i>German</i>	<i>Chemistry*</i>
	<i>Hebrew</i>	Earth and Environmental Science
ENGLISH	<i>Hindi</i>	<i>Nutrition*</i>
English	<i>Hungarian</i>	<i>Physics*</i>
<i>English as an Additional Language*</i>	<i>Indonesian</i>	<i>Psychology*</i>
<i>English Literary Studies*</i>	<i>Italian</i>	
Essential English	<i>Japanese</i>	