# SAT Test Guidelines

Skills and Applications Tasks may take a range of different formats that are described in the subject outline.

When teachers choose to use a test as a skills and applications task, the following information should be considered.

The Skills and Applications Tasks section of the subject outline specifies that:

As a set, skills and applications tasks should be designed to enable students to apply their science inquiry skills, demonstrate knowledge and understanding of key science concepts and learning, and explain connections with science as a human endeavour. Problems and scenarios should be set in a relevant context, which may be practical, social, or environmental.

Frequently asked questions

Should I include a Science as Human Endeavour question in the Skills and Applications Tasks?

* Yes. This is necessary to meet the requirements for Skills and Applications Tasks but there does not need to be a SHE question in every test.

Do students need to memorise the dot points under the Key Concepts for Science as a Human Endeavour?

* No. Students must *know*, *understand* and be able to *use* the ideas that underpin the four key concepts but there is no expectation that students memorise all the dot points that are underneath each of the concepts.

These dot points are to guide the understanding and use of the associated key concept.

* When answering a SHE question, students should clearly identify which key concept they are discussing.

Should I include questions that require application of science inquiry skills in the tests?

* Yes. These provide evidence of investigation, analysis, and evaluation but they are not necessarily required in every test.

Should I include a deconstruct/design question in the SATs?

* This could be a good idea. These types of questions enable students to apply their science inquiry skills but there does not need to be a deconstruct/design question in every test.

Should I include an extended response question in tests?

* This would be a good idea to enable students to provide evidence of communication of knowledge and understanding of science concepts and information, using appropriate terms. An extended response question is not required in every test.

Stage 1 only:

Can I use a mid-year or end-of-year exam as a SAT?

* This type of task may not allow students to provide their best evidence of their learning. In addition, it may not be possible for students to complete a mid-year or end-of-year exam within the timeline required for results to be recorded. If students complete an examination for school purposes, it is best regarded as a formative task.

In Stage 2, the maximum length of a test is 90 minutes. Does that mean Stage 1 tests must be 90 minutes?

* No. 90 minutes is the specified maximum. A perfectly valid test may be less than 90 minutes, for example 50 or 60 minutes.

Stage 1 Biology only:

How many multiple-choice questions should be included in a test?

* There is no requirement to include multiple choice questions in a test. However, if they are included, approximately 10% of the Stage 2 examination is made up of multiple-choice questions and this would be a good rule of thumb to follow when designing tests.

Stage 2 only:

Must every test be 90 minutes?

* No. 90 minutes is the specified maximum. A perfectly valid test may be less than 90 minutes, for example 50 or 60 minutes.

Can I use a trial or mid-year exam as a SAT?

* This type of task may not allow students to provide their best evidence of their learning. If a trial or mid-year exam is used as a SAT, the maximum length must be 90 minutes because it is a supervised task.

Stage 2 Biology only:

How many multiple-choice questions should be included in a test?

* Approximately 10% of the examination is made up of multiple-choice questions. This would be a good rule of thumb when designing tests.