**[Gerry Martin]:** Hello and welcome to this on-demand video on approaches to assessment for VCE History Study Design 2022-2026. My name is Gerry Martin and I am the Curriculum Manager for History and civics at the Victorian Curriculum and Assessment Authority.

The purpose of this on-demand video is to familiarise teachers with School-assessed Coursework tasks, VCE Assessment Principles, approaches to developing assessment tasks, assessment conditions and authentication. The purpose of School-based assessment is to determine a student's Level of achievement for a Unit 3 and Unit 4 study, and there is a scored assessment out of 50 that is given for each outcome. And School-based assessment can provide evidence that contributes to the determination of satisfactory achievement of outcomes and the completion of a unit. The decision about satisfactory completion of a unit, a S or N is distinct from the assessment of Level of achievement score. VCE unit results, S or N contribute to satisfactory completion of the certificate and not to the VCE score calculation. The award of satisfactory completion of a unit is based on a teacher's decision that the student has demonstrated achievement of the set outcomes specified for the unit.

Teachers must develop course that provide appropriate opportunities for students who demonstrate satisfactory achievement of the outcomes. The assessment of Level of achievement is a scored assessment out of 50 for each outcome, and is separate from the decision to award an S for satisfactory completion of a unit. The final school-based assessment scores contribute to the calculation of a study score. Satisfaction completion S or N and scored assessment can be assessed together or separate.

Where the assessment item is developed combines to satisfactory demonstration outcome and Level of achievement, best practise would support students who did not satisfactorily meet the outcome through to completion of the assessment item. Then students should be provided additional opportunities to demonstrate satisfaction completion of the outcome. For example, a teacher may consider work previously submitted, provided it, meets the requirements. In other words, do not tie satisfactory completion of S or N only to the scored assessment items. Students may not submit work to improve a school-based assessment score.

The foundations of developing assessment for VCE History are built on the Scope of the study, Rationale, Aims and the Characteristics of the study. Therefore, having a good understanding and familiarity with pages one to eight in the study design is fundamental in developing quality assessment tasks and assessment tools such as performance descriptors. Development of student learning, understanding and application of the key skills and concepts is central to students demonstrating satisfactory achievement of the outcome in any area of the study.

VCE History study design designates a set of assessment tasks that must be undertaken as part of a teaching and learning programme. Schools have the flexibility to decide which assessment task type is used for each outcome. Assessment tasks are provided in the details of each unit in the VCE History study design.

In Units 1 and 2 teachers can select a range of tasks from the list, a historical inquiry, an essay evaluation of historical sources, short answer questions, extended responses, and a multimedia presentation. In Units 3 and 4, teachers must ensure all tasks are completed over Units 3 and 4, including: a historical inquiry, evaluation of historical sources, extended responses, and an essay.

VCE History teachers may choose to select one or more assessment tasks for each outcome. The assessment tasks may be undertaken in any order. These assessment tasks can be combined. For example, an assessment could have a historical inquiry that has an essay component or an evaluation of historical sources that can be combined with an extended response or short answer questions.

 For Units 1 and 2, only the S or N is reported to the VCAA via VASS. For unit 3 and 4, the S or N and the Level of achievement assessment score for each outcome are reported to the VCAA. Remember redemption opportunities for outcomes: the school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work. A student may only submit further evidence or resubmit a school-based assessment for reconsideration to redeem an S for the outcome. Students may not resubmit to improve a school-based assessment score. School-assessed coursework is derived from designated assessment tasks type specified in the study design.

In each of the three Unit 3 and 4 Histories, there are four assessment task types, a historical inquiry, evaluation of historical sources, extended responses, and an essay. Assessment tasks are developed and administered to meet the needs of the student cohort. Assessment tasks monitor students work and progress within the cohort and assessment task provide important feedback to individual students.

When developing assessment tasks, the task design must comply with the VCE Assessment Principles which are valid, equitable, balanced, and efficient. The VCE Assessment Principles define demonstration of outcomes and Level of achievement on assessment tasks.

Assessment tasks are valid when they are fair and reasonable, are a designated task type from the study design, are conducted on their fair conditions for all students and include clear instructions.

Assessment tasks are equitable, when they are accessible to all students, they do not privilege or disadvantage certain groups of students, the tasks are comparable in scope and demand and conducted under the same or similar conditions.

Assessment tasks are balanced, when there are a variety of task types used across the study, there is a variety of conditions used for each task that allows students to demonstrate different levels of achievement, include suitable assessment tools such as criteria, descriptors, rubrics, or marking schemes to ensure the outcomes, key knowledge and key skills are assessed.

The assessment tasks are efficient, when a minimum number of assessment tasks are set, there is a balance between precision and efficiency, they minimise on your workload or stress on students, are part of the regular teaching or learning programme, they avoid under or over assessment of the outcome and they are completed mainly in class within a limited timeframe. The transcript will provide a link to the VCE assessment principles.

 For more information on the VCE Assessment Principles, view the on-demand video on the VCE Professional Learning page, VCE briefings. [The transcript of this video will provide a link to this page](https://www.vcaa.vic.edu.au/news-and-events/professional-learning/VCE/Pages/PastprofessionalLearningMaterials.aspx). Go to the VCAA VCE Assessment webpage to listen to expert teachers talk about how they address VCE Assessment Principles when developing school based assessment. [The transcript of this video will provide a link to this page](https://www.vcaa.vic.edu.au/assessment/vce-assessment/School-basedAssessment/Pages/School-based-Assessment-Teacher-videos.aspx).

When developing SACs, the following should be considered, one, schools design and deliver the teaching and learning programme for the school assess coursework. The nature and scope of the task is set by the school taking into consideration, the student cohort and the school context. In developing assessment tasks, consider how does the task get a spread of students' achievement? How will the task differentiate between your students? Two, the study design designates the types of assessment tasks. Considers what is the most appropriate task type from the list in the study design for each outcome. Keep in mind that this difference between Units 1 and 2 and Units 3 and 4.

In Units 1 and 2 History provides more choice in the types of assessment task. Consider the requirements for each assessment task type, how you design an evaluation of historical sources will be different to an essay. Consider what combination of assessment tasks that you may put together. For example, an historical inquiry with an essay or evaluation of historical sources with extended responses. Three, each assessment task is related to only one outcome. The content and context of the task must provide opportunity for achievement of the highest level of performance.

When designing assessment task, it is important that the task assesses the outcome. It is important to unpack the outcome, identify the command terms, cognitive demands, the historical thinking concepts and the knowledge focus in each outcome. Assessment tasks should assess a representative sample of key knowledge and key skills and require appropriate depth in assessing the outcome statement. Assessment tasks should reflect the terminology in the study design and ensure wording and language is clear and appropriate for VCE students. Four, schools design the assessment task and assessment tools to adhere to the VCE Assessment Principles. Five, ensure authentication procedures are in place so that student work submitted for assessment is their own. Six, the Level of achievement score follows the mark allocation in the study design.

In VCE History, this is 50 marks for each outcome. Consider how question items are weighted against marks or consider how assessment criteria are weighted against the marks. Seven, ensure you review the Advice for teachers for sample approaches to developing assessment tasks. it provides advice on how to develop an assessment tool such as performance descriptors. Better developed SACs contain a cover sheet, which clearly outline for students the conditions of the task. A coverage sheet should include: the outcome being assessed, the type of assessment tasks used, indicate the key knowledge and key skills utilised in the SAC, instructions for students covering the conditions under which task would be undertaken, for example, dates, times, number of lessons.

Any materials allowed for the assessment, such as notes, the assessment rubic, or marking schemes, mark allocation and the process of authentication of student work. When developing a task it is important to minimise reading for students, particularly when using historical sources. Sources do not always have to be large paragraphs of text. Judicially selected four or five lines from a primary and secondary source may be sufficient. Question items should be short, concise, and aligned to the language of the study design. Place stimulus material and other information close to the question item, or create a separate source book, which will allow students to place the relevant sources next to the question item. Stimulus, such as sources, if included must be used in the response and question items should point to the sources.

Therefore numbering of the sources will be helpful for students to focus their responses. Place easier items earlier in a task where possible. Use a range of assessment types, such as taxonomies, SOLO or Blooms to ensure a spread of responses. Make sure the typical student can finish a SAC in the time available. VCE History assessment tasks should not exceed 90 minutes per outcome. This is considered an appropriate length for a SAC under test conditions. Anything above this has implications for student workload management. The one exception to this is historical inquiry, which contains opportunities for students to research, select and organise data. Remember, the 90 minutes per outcome does not have to be all at one time. A teacher may split that time over a number of parts and lessons once there are effective authentication procedures in place.

When developing question items for a SAC assessment tasks, such as a inquiry, evaluation of historical sources and extended responses, 25% should be low order question such as list, identify and/or describe. 50% should be mid-range questions, including compare and explain. 25% should be high order questions, including analyse, evaluate, discuss and to what extent. Having a range of questions in the task using the 25-50-25 rule ensures the SAC allows for a breadth of student achievement.

When developing your teaching and learning programme, it is important to plan your SACs. Consider the assessment tasks you are going to use and for which unit and area of study Here is a typical SAC plan most teachers may be familiar with. However, it is important to remember, schools have the flexibility to decide which assessment task type is used and for which outcome. There are four outcomes and four assessment task types. However, this does not mean you have to designate one task for each outcome. You can use two assessment tasks types within an outcome. This is another example of how you could plan out your SACs.

Within the parameters of the study design the possibilities and creativity is up to you, the teacher. It is best develop a SAC plan that best meets needs of your students and your school context. The key thing to remember is the four task types must be completed over units 3 and 4, that the time to complete each SAC is achievable and does not place unnecessary workload on students and ensures each student's work can be authenticated. Remember the combined length of a SAC should not exceed 90 minutes per outcome.

The Advice for teachers- History provides a detail unpacking of approaches to developing an assessment task for the four Unit 3 and 4 assessment task types. Please take the time to read this prior to developing an assessment task. Historical inquiry assessment task focuses on the process of historical investigation and requires students to use their inquiry skills to develop a historical argument. The best approach in the design and delivery of a historical inquiry is to ensure that it is student centred and teacher directed.

Typically, a historical inquiry task includes three stages. Stage one, planning including development and refinement of research questions and focus questions. Stage two, investigating requires gathering, selecting, analysing, and interpreting historical sources and organising data and evidence. Graphic organisers and thinking tools can be useful for this. Stage three, writing up requires a development of a historical argument. It may include a range of possible task types, such as extended responses and essays. To time allocation for a historical inquiry can vary according to the depth of inquiry and the amount of research time available.

Time allocation will be dependent on the school context, student cohort and development of the teaching learning programme. At a minimum, there should be one lesson allocated to question design, two lessons to investigation, and one lesson to writing up. Throughout the inquiry, teachers need to have effective authentication procedures to ensure that the student work submitted for assessment is their own.

The Advice for teachers provides more detail on approaches to developing a historical inquiry. Central to developing an evaluation of historical sources assessment task is understanding the purpose of this type of task. Using historical sources is fundamental and they are the building blocks of historical thinking and inquiring.

We want to develop students' skills in using historical sources to construct a narrative of the past and develop an evidence-based historical argument. To achieve this, students need to explicitly learn and practise the process of source use as part of the regular teaching learning programme. This includes: source identification, the ability to identify and describe source features such as events, people, movements, or ideas represented in the source. Students develop comprehension of the sources by deconstructing them to understand the sources content, and identify and describe how events people and ideas are portrayed and represented. Source attribution involves identifying the author of the source.

This will support student understanding of the context and purpose of the source and the intent of the author Source contextualization requires students placing the source in context, at a place and at a time it was created. Understanding chronology of the events are important as well as developing an understanding of the social, economic, political, and cultural structures and the geographic location in which the sources were created. Teachers need to be aware of the amount of prior knowledge students may need to be able to contextualise sources and extent that they may need to make inference and deduction to achieve this. Close analysis, requires students to discuss the purpose of the source. Why did the author create it? What ideas or information are they trying to communicate and why? Students make inferences into the use of the language, symbols and representations, to infer meaning and interpretation about the source. This can be complex as it requires students to understand the language at a time and avoid presentism.

It is helpful to provide some context of source and gloss words where necessary. Armed with this information students can begin to analyse and evaluate the usefulness and reliability of the source in developing their evidence-based argument. Corroboration is comparing sources with each other and comparing the information within and between sources. Sources often contain complimentary, but also contradictory information about the past, which provides opportunities to identify reliability, such as accuracy or trustworthiness of the source and helps students to determine usefulness of the source in the development of a historical argument. It also provides opportunities for students to reflect on how people often experienced significant events differently. And how these different perspectives provide interesting contrasts.

 Narration is the ability of students to tell the story and then demonstrate an understanding of the chronology. Students use the evidence to organise events, people, and movements together to describe what happened, when it happened and to whom. Students draw on concepts, such as cause and consequences and change over time to tell a narrative.

Historical argumentation is the development of an understanding of the past by applying historical thinking concepts, such as significance and continuity and change, and weighing up to perspectives, interpretations, and evidence to come to a conclusion. It requires a student to put forward a claim or argument supported by evidence. When developing an evaluation of historical sources task, it is suggested that the task include a selection of three to six sources, that the task provides a range of source types, including primary sources, such as perspectives and secondary sources, such as historical interpretations.

It also should include a range of source forms, both texts and visuals. It is important the students familiarise themselves with this language, the distinction between source types and a range of source forms. Provide at least one of each of the following a primary source perspective, a secondary source such as an interpretation and a primary or secondary visual source. Remember sources do not always have to be large paragraphs of text. Judicially selected four or five lines from a primary or secondary source may be sufficient. Select sources that may cover both areas of study, always include source citations, provide contextual information and source details if required, gloss words where needed. It is important to teach and remind students to read and familiarise themselves with the contextual information provided with the source and the words that are glossed.

The evaluation of historical source task question items should: use the language of the key knowledge and key skills, Use historical thinking concepts, include a range of cognitive demands using the 25-50-25 rule and weight items accordingly to the question demand. Extended responses assessment task provide an opportunity for students to demonstrate their knowledge and understanding of specific key knowledge and/or key skills from the study design. Questions should be focused on one or two key knowledge points and addressing the intent of the outcome. An extended response is a short piece of structured writing with a succinct argument and supporting evidence.

Question design includes a combination of explanatory, analytical and evaluative questions: explain, compare, analyse, evaluate, discuss; use historical thinking concepts, focus on key knowledge and key skills. Responses should include a brief introductory sentence and a contention and a brief conclusion, two or three key discussion points and supported by evidence, both primary and secondary sources.

The essay is a structured piece of writing in which students present a historical argument in response to a question or prompt. The essay question or prompt should be sufficiently open-ended to allow students access to a task from a range of ability levels while allowing ample scope for analysis and/or evaluation of the question. Essay responses should include a structured piece of writing with an introduction, body paragraphs and a conclusion. Develop and sustain a coherent historical argument that addresses the question, deploy historical thinking concepts to demonstrate understanding, select and use historical sources as evidence to support a historical argument and use a range of source types and forms including perspectives and interpretations.

Please review the VCE advice for teachers, Sample approaches to developing an assessment task for more detailed advice. The purpose of authentication is to ensure the student work submitted for assessment is their own. Authentication is important and vital to the integrity of the VCE. Authentication of students' work ensures a level playing field for all students undertaking the VCE. Schools must have authentication procedures as part of their assessment policy. School policies and processes related to authentication must be in place. They should be based on VCAA VCE and VCAL administration handbook. It is to ensure the student work submitted for assessment is their own.

In VCE History, most work for assessments should be done in class. However, for the historical inquiry and preparation of notes to be used in a SAC, it is particularly important to monitor student work if completed outside of class time. When assessment is undertaken across periods of time or outside of class time, authentication must be monitored by recording student progress through to completion, regularly sighting work and keeping good records. When designing an assessment task, teachers must consider the conditions in which the task completed, and if students will be allowed to prepare and use notes or texts and how this will be authenticated. For example, if students are preparing notes for an assessment, the teacher may collect and inspect the notes in the lesson prior to the task and redistribute them at the beginning of the assessment task. It is recommended the teacher uses the authentication record for school based assessment form found on VASS.

Further information regarding the VCAA authentication rules can be found in the VCAA VCE and VCAL administration handbook. Here are a few authentication strategies. Time-tabling classes to sit the same task at the same time, write tasks with different contexts and content, use mainly class time to complete a task, be familiar with each student's work, regular sightings of students' work, record students' progress, ensuring that copies of each student research and notes are filed at given stages in the development, asking each student to demonstrate their understanding of the details of the planned presentation just prior to the time of assessment. There are more examples in the VCE and VCAL Administration Handbook.

 VCAA does not endorse commercially produced SACs. Commercially produced tasks are in the public domain and therefore accessible to students and teachers. If students know the details of the assessment tasks questions prior to the assessment, they have an unfair advantage and may affect your moderation. Also when using commercial materials, it is responsibility of the school to ensure they meet the current requirements of the VCE study design and that student work can be authenticated. Commercially produced tasks are not always written in a manner that allows the task to meet VCAA requirements. Just because you pay for something does not mean it is compliant. Commercially prepared task need to be checked for compliance with the VCE Assessment Principles and the requirements of the relevant study design. Commercially produced SACs task can be very useful in modelling tasks for teacher development of their own tasks and they can be used as practise SACs for students

. If you're using a commercially produced SAC it must always be adapted and changed to ensure authentication of student work. This can be achieved by changing historical sources, changing the questions and changing the weighting of those questions. School-based assessment is an essential feature of the VCE allowing for local flexibility in both teaching and assessment practise

. For School-based assessment, the standards and requirements are stated in the assessment specifications set out in the VCE History Study Design and the VCE Assessment Principles. All schools are audited annually for at least one VCE study, and all VCE studies are subject to the School-based assessment audit. The purpose of the VCAA VCE School-based Audit is to ensure monitoring and quality assurance, ensure the integrity of student School-based assessments and ensure compliance with the VCE Assessment Principles, the VCE and VCAL Administration Handbook and the VCE History Study Design. The School-based assessment audit is about compliance and it is about meeting minimum requirements. The VCAA is auditing the school and not the teacher. The principal of the school or the principal's delegate such as a VCE coordinator has overall responsibility for the delivery of the teaching and learning programm and assessment in accordance with the requirements of the study design, the VCE Assessment Principles and the VCE and VCAL Administration Handbook.

The audit provide schools with the opportunity to validate their School-based assessments and associated policy documents. The teacher completes the audit on behalf of the principal. The school should support the teaching staff who complete the audit questionnaire on behalf of the school by providing the necessary information, relevant school policies and if more than one study is involved ensuring consistency and quality assurance. The audit enables schools to set up professional conversations about teaching and learning with teachers across study areas within the school and between the school and the VCAA. Also, the audit findings assist in planning the VCAA assessment advice and professional development support for teachers.

The three VCE History Audit Panels include the state reviewers who are practising teachers and subject experts and the curriculum manager. The Audit Panel are responsible in determining the outcome of each school's audit. In 2022, 25% of school providers of VCE History are audited in the first year of re-accredited study design. 10% of school providers are audited in subsequent years. If, and when your school is audited in History, firstly, check the VCE History study design, the VCE History Advice for teachers, VCE Assessment Principles and the VCE and VCAL Administration Handbook. If your questions remain, do not hesitate in contacting me for advice and clarification. For more information on the VCE school-based assessment audit view the on-demand video on the VCE Professional learning page VCE Briefings. [The transcript of this video will provide a link to this page](https://www.vcaa.vic.edu.au/news-and-events/professional-learning/VCE/Pages/PastprofessionalLearningMaterials.aspx)

For information and advice on assessing SACs, please watch the on-demand video explaining how to use VCE History Performance Descriptors. Also information on the performance descriptors can be found in the Advice for teachers. Please review the following resources which are vital in the design of quality assessment tasks, the VCE History Study Design 2022-2026, VCE History Advice for Teachers, VCE and VCAL Administration Handbook and VCE Assessment Principles.

If you have any questions regarding the assessment tasks, approaches to design assessment tasks, or the VCAA VCE school-based assessment Audit, please do contact me. Thank you for listening.

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