Indications of support for ACER’s major recommendations
As at 24 June 2014

SENIOR ASSESSMENT

➢ There will be an External Assessment in each subject that contributes up to 50% of the Subject Result.
  o External Assessments\(^1\) will be subject-dependent.
  o QCAA will set and mark these assessments.
➢ Schools will design and administer School Assessments that, taken together, contribute no less than 50% to the Subject Result.
  o Three\(^2\) types\(^3\) of assessment will be specified for each subject.
  o Numerical marking will apply against five described levels specific to each assessment and set down in marking guides.
➢ A revamped moderation process, designed to enhance the comparability of School Assessments, will focus on quality assurance at the beginning of the moderation cycle.
➢ School Assessments and an External Assessment for each subject will be combined to produce a stand-alone Subject Result on a 50-point\(^4\) scale.

TERTIARY ENTRANCE

➢ Universities decide the method for selecting Year 12 completers into their courses.
➢ Universities (most if not all) have indicated they wish to use an ATAR.
  o Universities will be able to use an ATAR\(^5\) derived from Subject Results and inter-subject scaling.
  o Queensland universities will need to decide on the eligibility rules for an ATAR (number of subjects, combinations of subjects, pre-requisite subjects and so on).
  o QTAC should be responsible for calculating an ATAR or any other measures that the universities require for selection.

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\(^1\) See “External assessment, external exams: What’s the difference?” on review website
\(^2\) There may be as few as two School Assessments, and as many as four. In most subjects there will be three school assessments. Further discussions with QCAA are necessary.
\(^3\) Project, report, investigation, oral, practical work, performance, presentation, essay, production of artefact, constructed responses, end-of-semester test
\(^4\) There may be more or less than 50 points on the scale. Fineness of scale is subject to further analysis by ACER.
\(^5\) While recognising that universities have to consider student mobility and manage entry to high-demand courses, ACER remains unconvinced that using a single ranking of all applicants to all courses in all universities is appropriate.