School-based Assessment Audit

Information and advice for schools

*School-based Assessment Audit: Information and Advice for Schools[[1]](#footnote-1)* contains advice on the process and requirements of the School-based Assessment Audit. This advice can be used by teachers of VCE studies selected for audit to navigate the audit process on behalf of the school. It can also be used by schools to create and refine internal processes for managing the School-based Assessment Audit.

Administration

Who is selected for audit and why?

The audit is a necessary component of the VCAA’s management of quality; its purpose is not punitive or personal.

All schools delivering the VCE are audited for at least one VCE study each year (where eligible). Schools will not be audited for more than four studies over the course of one academic year, other than in exceptional circumstances. The selection of studies for audit is random, except in instances where:

* a school did not meet requirements in the previous audit cycle and is required to undergo audit again
* a school is offering a study either for the first time or there has been a gap of three or more years since the study was last offered.

The audit process supports schools to identify areas for improvement and provides a basis for professional conversations about teaching and learning. Feedback from the audit can inform teachers about how they implement assessment, and in many cases, the feedback provided by the Audit Panel can confirm the understanding already held by teachers. Many teachers find the opportunity to gain external feedback and talk with the VCAA Curriculum Manager about specific concerns useful and empowering. Feedback can stimulate discussions about what is the most effective way to deliver authentication and assessment – particularly in large schools.

By sampling a range of schools each year, the VCAA can collect useful information about how well teachers understand and are implementing each VCE study design. This feedback is extremely useful when study designs are reviewed but can also signal particular areas where additional resourcing or support might be required.

The study I teach wasn’t selected for audit in Unit 3. Does that mean I won’t be audited this year?

No. Schools may be selected for audit in either or both Unit 3 and Unit 4. Schools are notified of Unit 4 audit requirements through VASS early in Term 3. The audit process for Unit 4 is identical to that for Unit 3.

How are schools notified of their audit requirements?

Schools are notified of their Units 3 and 4 audit requirements through a general notification email and through VASS. The screen in VASS where schools can access the list of studies selected for audit is:   
School program 🡪 VCE 🡪 School-based Assessment Audit.

A Detailed Report can be run for information on how the school should proceed with the audit. The school VASS Administrator should then forward the audit information to the relevant teacher/s. School Principals and VCE Coordinators should be informed of the VCE studies being audited and should support their teachers through the audit process.

Each VASS report contains a link to the [School-based Assessment Audit webpage](http://www.vcaa.vic.edu.au/administration/schooladministration/schoolbasedassessmentaudit/Pages/Index.aspx), where there is a link at the foot of the page to access the study-specific audit questionnaires.

When are schools notified of their audit requirements?

In 2023, schools will be notified of their Unit 3 School-based Assessment Audit requirements on 21 February. Schools will be notified of their Unit 4 audit requirements on 18 July. The audit process usually commences early in Term 1 (for Unit 3) and Term 3 (for Unit 4) to ensure that the VCAA can provide timely advice and support if there are issues with school-based assessment practices.

Outcomes of the School-based Assessment Audit are available on the following screen in VASS:  
School program 🡪 VCE 🡪 School-based Assessment Audit.

Schools receive a generic notification email when audit outcomes are made available. This email is delivered to the email address listed for the school at the top of the School Details page on VASS.

An Audit Report containing feedback on each audit submission is also available for download through VASS; in VASS downloads, search the keyword ‘AUDIT’.

All dates pertaining to the School-based Assessment Audit are published in the annual [VCAA Important Administrative Dates](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/Admin-dates.aspx)*.*

We are not offering the VCE study selected for audit - what should we do?

The study was selected for audit because it was listed on VASS at the time of selection as being offered by the school. If you have not done so already, please remove the study from VASS and send an email to [school.assessment.vcaa@education.vic.gov.au](mailto:school.assessment.vcaa@education.vic.gov.au) to notify the VCAA that you are not offering the study chosen for audit. The school will be withdrawn from the audit for this study and may be allocated a new study for audit.

Please note that students who are undertaking a VCE study at another school are enrolled on VASS through a different process. Please contact VASS Support on 1300 623 681 if you require support with enrolment.

Who responds to the audit?

The teacher of VCE study being audited completes an online study-specific audit questionnaire on behalf of their school. If there is more than one teacher teaching Units 3 and 4 of the VCE study, the teachers may work together to complete the school’s audit response. Schools should ensure that no more than one audit response per study is submitted.

The VCAA conducts audits of schools, not of individual teachers. Although the audit questionnaire is completed by the relevant teacher/s of the VCE study, Principals and VCE Coordinators should support their teachers through the audit process.

Given the timing of the audit, the VCAA understands that some information provided by the school may not be final at the time of submission. Responses to the audit questionnaire should provide a clear picture of planned assessment practices within the study based on the best current information.

Why aren’t schools notified of their Unit 3 audit requirements in the year prior?

The VCAA allocates Unit 3 audits as close as possible to the commencement of the audit process. This is to ensure the audit selection is based on the most up-to date enrolment and registration data for the year as entered into VASS.

What do I do if I can’t complete the audit by the due date?

In extenuating circumstances, schools may be provided with a short extension to complete the audit questionnaire or to provide further evidence.

To apply for an extension, please email [school.assessment.vcaa@education.vic.gov.au](mailto:school.assessment.vcaa@education.vic.gov.au) explaining why an extension is required.

Please note that extensions are provided at the discretion of the Manager, School-based Assessment Audit, in conjunction with the Curriculum Manager. Applying for an extension does not guarantee that the school will receive one, and where extensions are provided, they may be for a shorter period of time than was requested.

Audit questionnaire

What is the audit questionnaire?

Units 3 and 4 School-based Assessment Audits require the completion of an audit questionnaire that contains questions about school-based assessment practices. Questionnaires are completed online and accessed via the [School-based Assessment Audit webpage](http://www.vcaa.vic.edu.au/administration/schooladministration/schoolbasedassessmentaudit/Pages/Index.aspx).

Each audit questionnaire contains study-specific questions relating to each outcome and generic questions about the administration of school-based assessment. Questions about administration of school-based assessment should be completed in consultation with the VCE Coordinator.

A PDF version of each study-specific questionnaire can be accessed through the downloads page in VASS – search ‘AUDIT’. If your VASS Administrator is unavailable or unable to access the PDF audit questionnaire, a copy of the PDF can be requested by emailing [school.assessment.vcaa@education.vic.gov.au](mailto:school.assessment.vcaa@education.vic.gov.au). These PDFs are for reference purposes only. All audits must be completed online using the link provided on the School-based Assessment Audit webpage.

What should I have with me when completing the audit questionnaire?

When completing the study-specific audit questionnaire, the following should be accessible:

*1. VCAA provider number*

This is a five-digit number that will lead with ‘0’ or ‘1’ (e.g. 01234). If you are unsure of your school’s VCAA provider number, please ask your VASS Administrator.

*2. The relevant study design*

The study design is the main source of information for assessment. As you complete the questionnaire, take the opportunity to review planned assessment against the specifications set out in the study design.

*3. Assessment timeline for the unit*

As you complete the questionnaire, review your proposed assessment timeline to ensure it allows adequate opportunity for students to develop the required key knowledge and key skills for the outcome and to receive feedback on their performance.

*4. Developed SAC tasks or plans/outlines of SAC tasks for the unit*

The questionnaire offers the opportunity to upload developed SAC task/s for one or more outcomes. If you do not have a developed SAC task/s to upload, you will be asked to provide a detailed description of the task/s used to assess each outcome within the unit.

*5. Developed marking guides or marking schemes*

If not using the VCAA performance descriptors, schools are asked to upload the marking rubric/assessment criteria for each task.

6. *School policies relating to VCE school-based assessment*

The questionnaire requires schools to provide information about their policies regarding authentication of student work, redemption of an N result, and cross-marking and moderation. Policy and administration aspects of the audit questionnaire should be completed in consultation with the school’s VCE Coordinator. School policies for the administration of VCE school-based assessment should align with the requirements set out in the [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx)*.*

*7. Any commercial materials used in school-based assessment*

If any commercial materials (such as commercially produced tasks, textbooks, or teacher network and subject association materials) have been included in school-based assessment, you will have the opportunity to upload these materials alongside your own developed SAC task.

Please note that any commercial materials included in school-based assessment must be sufficiently modified to ensure that the SAC task:

* meets the requirements of the current VCE study design
* is unique to the school, ensuring student work can be authenticated
* caters to the needs of the particular cohort of students.

If you do not have a developed SAC task ready to upload, or if you do not wish to provide the commercial materials used, you will be asked to describe in detail how the commercial material has been modified. You will also be asked to provide publication details (publisher/author/year of publication) for any commercial materials used.

*8. Any SAC tasks from previous years used in the current year’s school-based assessment*

If this year’s SAC task has been based on a task/s that has been used by the school in a previous year, you will have the opportunity to upload the previously used task/s alongside this year’s SAC.

If you do not have a developed SAC task from the current year to upload, or if you do not wish to provide the SAC task/s from a previous year, you will be asked to describe in detail how the previously used material has been modified. This is to ensure that student work can be authenticated and that this year’s SAC task meets the requirements of the current study design and the needs of the current cohort of students.

Tips for teachers completing the audit questionnaire

What is the Audit Panel looking for?

The purpose of the School-based Assessment Audit is to ensure that school-based assessment is conducted in line with the [VCE assessment principles](https://www.vcaa.vic.edu.au/documents/vce/vceassessmentprinciples.docx) as well as the requirements of the relevant VCE study design and the [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx).

The Audit Panel checks that:

* SAC tasks and SATs are in line with the specifications and requirements set out in study designs
* the instruments for the conduct of assessment match those listed in study designs
* administrative and assessment procedures are fair for students and adhere to the guidelines set out in the VCE assessment principles and the *VCE and VCAL Administrative Handbook*.

The Audit Panel can only make a judgment on the material provided by the school in their submission to the audit. The school is therefore recommended to provide as much information as possible in response to each of the questions.

Who is responsible for this process at my school?

While teachers complete the audit questionnaire, they are doing so on behalf of the school. Schools should have internal processes for managing all stages of the audit and for supporting teachers who are undertaking the audit. Teachers are encouraged to consult with their Principal and VCE Coordinator throughout the audit process. Administrative sections of the questionnaire should be completed in consultation with the VCE Coordinator.

Can you send me a copy of the questions before I get started?

A PDF copy of the full online audit questionnaire is available through VASS downloads – search the keyword ‘AUDIT’. You can use the PDF to gather the resources needed to complete the online questionnaire. You can also use the PDF to prepare your responses in a Word document prior to completing the online audit questionnaire to avoid losing information if your internet connection drops out. When you are ready to complete the online questionnaire, these responses can then be copied and pasted across. (However, please note that it is not recommended to copy and paste a task in its entirety into a response box as the formatting will be lost and it may no longer make sense.) If your VASS Administrator is unavailable, you can request a PDF copy of the audit questionnaire by emailing [school.assessment.vcaa@education.vic.gov.au](mailto:school.assessment.vcaa@education.vic.gov.au).

How do I navigate the online audit questionnaire?

To move forward or backward through the online audit questionnaire, use the [PREVIOUS PAGE] and [SAVE AND CONTINUE] buttons displayed in the bottom corners of each page.

Do not use the arrows in your web browser as this can exit you out of the audit without saving.

Do I need to complete the online audit questionnaire in one go?

The audit can be completed over multiple sessions; however, you must ensure you are using the same computer, internet browser (e.g. Google Chrome, Mozilla Firefox) and IP address (i.e. the same internet/WiFi connection). If you commence the questionnaire using your laptop at home, you will not be able to access your saved progress if you recommence the questionnaire using the same laptop at work. Ensure you use the [SAVE AND CONTINUE] button located in the bottom right-hand corner of each page to save entered information before exiting.

Generally, ‘lost’ responses can be recovered. If you lose your saved progress, please contact the School-based Assessment Audit team on:

T: (03) 9059 5166

E: [school.assessment.vcaa@education.vic.gov.au](mailto:school.assessment.vcaa@education.vic.gov.au)

We recommend using the Google Chrome web browser to complete the online audit.

What should I do if my answer won’t fit in the input box?

Many questions require responses to be entered into an input box. If you require additional space for your response, the size of most input boxes can be extended by dragging the handle in the bottom right-hand corner of the input box. The handle looks like two diagonal lines. If you wish to submit additional information or documents and you are not able to enter or upload them using the audit questionnaire, please contact the School-based Assessment Audit team.

Can you send me a copy of my completed responses?

Once the [PREVIEW RESPONSE] button is pressed at the conclusion of the online audit, a full preview of the responses you have provided will be shown.

You can go back by using the [PREVIOUS PAGE] button to edit any of the responses provided.

If a document is uploaded to the audit, it will not be able to be viewed in the response preview. Please check the document prior to uploading. If the wrong document is uploaded, simply upload the correct document over the top of the existing one.

At this stage, you will also have the opportunity to download a full PDF copy of your completed responses for your records. If at any stage after submitting the audit questionnaire you require a copy of your responses, please email [school.assessment.vcaa@education.vic.gov.au](mailto:school.assessment.vcaa@education.vic.gov.au).

What happens after a submission to the audit questionnaire is completed?

Once the submission is received by the VCAA, it is reviewed by a study-specific Audit Panel. On the basis of the information provided, the panel determines if VCAA standards and requirements are being met.

Audit Report:

On completion of the audit, schools will receive an Audit Report containing feedback on the school’s audit submission. Both the outcome of the audit and the Audit Report are made available to schools through VASS – schools receive a generic notification email when these are available. The dates when audit outcomes and reports are delivered to schools are listed in the [VCAA Important Administrative Dates](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/Admin-dates.aspx).

I have not received an Audit Report. Why is this?

All schools that have undergone audit will receive an Audit Report. Audit Reports can be accessed through VASS downloads – search the keyword ‘AUDIT’. Please note that access to download the reports is restricted to VASS Administrators.

VASS Administrators are responsible for passing on Audit Reports to teachers. If you are a teacher of a study being audited and you have not received an Audit Report by the date for delivery of audit outcomes (as stated in the [VCAA Important Administrative Dates](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/Admin-dates.aspx)), please contact your VASS Administrator. If your VASS Administrator is not available, you may request a copy of the Audit Report by emailing [school.assessment.vcaa@education.vic.gov.au](mailto:school.assessment.vcaa@education.vic.gov.au).

I have received an Audit Report. What now?

The Audit Report will contain an outcome statement, specify any actions required by the school, indicate any items of further evidence required for submission (if applicable), and provide feedback from the Audit Panel on the evidence received.

Where it is determined that **VCAA requirements have been met**, the school will be instructed that no further action is required at this time. The Audit Report may include some recommendations to enable schools to improve their tasks and/or policies in future years.

Where it is determined that **VCAA requirements have been met** **with conditions noted**, the school will be instructed to refer to the issues noted in the Audit Report and advised that requirements have been met, on condition those issues are addressed in future. No further action is required at this time, but the school may be selected again for audit during the accreditation period of the study design.

Where it is determined that **VCAA requirements have not yet been met**, the school may be asked to provide further evidence or to arrange a time to speak with the VCAA Curriculum Manager for further support.

Further evidence has been requested. What should I do?

Further evidence may also be requested if the audit submission is incomplete or does not provide enough detail for the Audit Panel to determine that all requirements have been met. Further evidence may also be requested if the initial submission indicates that some aspect of assessment design or practice does not comply with VCAA requirements.

The Audit Report will outline what items of further evidence are required and will provide feedback on the response to the audit questionnaire. The Audit Report will also provide instructions on how to submit items of further evidence.

Items of further evidence are submitted through an online form, which is accessible through the School-based Assessment Audit webpage. The form will ask for the school name and VCAA provider number as well as contact details of the person coordinating the audit process at the school, but does not contain any additional questions about assessment practices at the school.

Once the requested further evidence has been submitted, items are reviewed by the Audit Panel. Outcomes are communicated to schools using VASS and a generic notification email on the dates specified in the [VCAA Important Administrative Dates](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/Admin-dates.aspx).

Tips for submitting further evidence

* When sending in further evidence, ensure all requested items are included.
* Do not send copies of VCAA publications such as excerpts from VCE study designs and the *VCE and VCAL Administrative Handbook*.
* If you are concerned that the further evidence documentation may not in itself provide a full explanation of the issues raised by the Audit Panel, you may use the space provided at the end of the Further Evidence questionnaire to include additional comments for the Audit Panel’s consideration.
* Where further evidence has been requested regarding use of commercial materials in SAC tasks, you will likely be asked to submit both the SAC task itself and any commercial materials that have been included in the task. Where this is the case, it is recommended to clearly indicate to the Audit Panel how the commercial materials have been modified to ensure that student work can be authenticated. This may involve highlighting and/or annotating modified questions.

My school has not yet met requirements

In the event that VCAA requirements have not been met after providing further evidence, the school will proceed to the next stage of the audit. This may require the resubmission of tasks reflecting any changes that were recommended by the Audit Panel. If requirements have not been met at the conclusion of the Unit 3 audit, the school will be required to undergo audit for the same study in Unit 4 of the same year. If requirements have not been met at the conclusion of the Unit 4 audit, the school will progress to the Unit 3 audit in the following year.

Where a school has not met VCAA requirements for four or more consecutive stages of the audit (i.e. one Unit 3 audit consisting of two stages: an initial submission and further evidence, and one Unit 4 cycle consisting of the same), the school will be required to follow a tailored support program as generated by the VCAA Curriculum Manager in conjunction with the VCE State Reviewer.

The tailored support program may involve:

* a resubmission of the School-assessed Coursework task/s containing the amendments as recommended by the VCAA
* teachers being connected with other expert teachers and resources in their local area
* the Curriculum Manager visiting the school.

Who can I speak to about an outcome?

Teachers who wish to further clarify an outcome or the feedback provided may contact the relevant Curriculum Manager using the email address provided in the Audit Report. **Please do not telephone the Curriculum Manager to discuss the audit outcome without emailing first to arrange a time unless you are specifically asked to do so.**

Any queries regarding the audit process including technical or administrative issues and requests for extensions or withdrawal should be addressed to the School-based Assessment Audit team. See contact details below.

Contact details

Tel: (03) 9059 5166

Email: [school.assessment.vcaa@education.vic.gov.au](mailto:school.assessment.vcaa@education.vic.gov.au)

VCE School-based Assessment Checklists

The two following checklists can be used by schools to help prepare responses to the School-based Assessment Audit questionnaire, and to help develop an approach to school-based assessment that is in line with VCAA requirements.

Administration of VCE school-based assessment

|  |  |
| --- | --- |
| Use of mandated VCAA documents, prescribed lists and support materials | |
| The most up-to-date version of the reaccredited VCE study design has been used. |  |
| Relevant VCAA support materials (such as the *Advice for teachers*) have been referred to. |  |
| Where applicable, a prescribed VCAA list is being used. |  |
| **Assessment timeline** | |
| All formal school-based assessment is taking place during the academic year (i.e. no school-based assessment is taking place in the year prior). |  |
| The assessment timeline provides adequate opportunity for students to develop required key knowledge and key skills for the outcome. |  |
| The assessment timeline will allow the school to lodge SAT/SAC scores with the VCAA by the designated dates. |  |
| The assessment timeline provides adequate time between SATs/SACs to ensure students can receive and implement any feedback received on previous SATs/SACs. |  |
| The assessment timeline is provided to students at the beginning of the year. |  |
| **Authentication** | |
| The school has in place processes and procedures to ensure student work can be authenticated for SATs/SACs. |  |
| The school has in place a documented policy to deal with breaches of authentication.  (NB: Schools should have a documented policy around the authentication of student work even when all SAC tasks are completed under teacher supervision. This policy should outline what steps will be taken by the school should a breach of authentication occur and should be distributed to students at the beginning of the year.) |  |
| Where publicly available materials (e.g. commercially produced tasks, extracts from text books, subject association materials, past VCAA examinations) are included in school-based assessment, or school-devised tasks are reused from a previous year: | |
| * These have been checked against the current VCE study design, and any content outside the scope of the study design has been omitted. |  |
| * These have been adapted to suit the needs of the current cohort of students. |  |
| * Each question/item has been significantly modified to ensure no student who has accessed these materials prior to completing their SAT/SAC will be unfairly advantaged over other students in the cohort. |  |
| * The school’s SAT/SAC is unique to the school and student work can be authenticated. |  |
| Where SATs/SACs have been developed collaboratively by teachers from different schools, each task has been adapted to be unique to the individual school. |  |
| Where the school is delivering multiple classes of the same study, appropriate processes are in place to ensure student work can be authenticated (e.g. the SAT/SAC is sat by all classes at the same time or the SAT/SAC is modified for each class). |  |
| Where supporting documentation/resource materials are allowed to be brought into the SAT/SAC, the school has processes in place to ensure student work can be authenticated. |  |
| **SAT Authentication** | |
| Student work is stored in a secure location at the school. |  |
| The Authentication Record Form, Teacher Additional Comments sheet and SAT Assessment Criteria descriptors, as provided by the VCAA, are used. |  |
| **Moderation** | |
| The school has in place appropriate cross-marking or moderation procedures, either taking place within the school or with a neighbouring school. |  |
| **Redemption** | |
| The school has in place a documented policy outlining the process for students to redeem an outcome. |  |
| The school’s redemption policy is distributed to students at the beginning of the school year. |  |
| Students are permitted to resubmit work or submit further work to redeem an S for the outcome only; they are *not* permitted to resubmit work to improve a score of a SAC task. |  |
| **Partnerships** | |
| If there are fewer than five students at the school, a partnership has been established for moderation purposes. |  |
| If a partnership has not been formed, the school has applied to the VCAA Student Records and Results Unit for an exemption, and the application for exemption has been endorsed by the principal. |  |

Design and delivery of VCE school-based assessment

The checklist below is underpinned by the [VCE assessment principles](https://www.vcaa.vic.edu.au/documents/vce/vceassessmentprinciples.docx) and can be used by schools to ensure school-based assessment is valid, equitable, balanced and efficient.

|  |  |
| --- | --- |
| VCE assessment should be valid and reasonable | |
| Students are informed about the conditions of the SAT/SAC task prior to its commencement. |  |
| The information provided to students about SATs/SACs is clear and includes the following: | |
| * type of task |  |
| * date of completion |  |
| * time allocation |  |
| * allocation of marks |  |
| * details of any supporting documentation/resource materials allowed to be brought into the SAT/SAC. |  |
| Where supporting documentation/resource materials are allowed to be brought into the SAT/SAC, these are authenticated by the teacher and do not provide undue assistance. |  |
| Task conditions are substantially the same for all students. |  |
| The task type used is one specified by the relevant VCE study design for the unit and outcome, and the task is a true reflection of the selected task type. |  |
| Where the study design specifies the number of tasks required for an outcome, the correct number of tasks have been set. |  |
| The language used in the task reflects the terminology in the study design. |  |
| The task does not ask students to demonstrate knowledge or skills that are not listed in the study design. |  |
| **VCE assessment should be equitable** | |
| The task does not privilege or disadvantage certain groups of students or exclude others on the basis of gender, culture, linguistic background, physical disability, socioeconomic status or geographical location. |  |
| The language used in the task is accessible to the student cohort. |  |
| Where a choice of task is offered (either within the class or between classes), these are comparable in terms of scope and demand. |  |
| A fair and reasonable time allocation has been given so that students have adequate opportunity to complete the task within the nominated timeframe. |  |
| No draft materials are reviewed by teachers other than for authentication purposes. |  |
| The task does not overly assist students or provide ‘answers’ students could be expected to provide. |  |
| **VCE assessment should be balanced** | |
| The task includes a range of question types (from lower through to medium and higher order questions) to enable students to demonstrate different levels of achievement. |  |
| A range of key knowledge and key skills have been covered to ensure students are able to demonstrate the outcome. |  |
| The assessment program includes a variety of task types and conditions, enabling students to develop and demonstrate a range of skills. |  |
| Students are informed of the basis on which they will be assessed in the form of a marking scheme or assessment criteria. |  |
| The marking scheme or assessment criteria is clear and easy for students to understand. |  |
| Where VCAA performance descriptors have been used, these have been modified where necessary to reflect the requirements of the school’s individual task. |  |
| The marks allocated to the task comply with the mark allocation in the study design. |  |
| The marks allocated to each part of the assessment task are clearly indicated. |  |
| The marks allocated to different parts of the task, or to questions within the task, reflect the degree of difficulty or level of detail required. |  |
| The mark allocations sufficiently indicate to students the differences between higher and lower order questions. |  |
| **VCE assessment should be efficient** | |
| The assessment does not generate undue stress for students. |  |
| Students are not being over-assessed on an outcome (e.g. students are not required to provide too many reasons, examples or techniques). |  |
| The task does not under- or over-assess particular key knowledge or key skills at the expense of others. |  |

1. The term ‘school’ is used here to cover any organisation registered by the VCAA as a senior secondary provider. [↑](#footnote-ref-1)