Introduction (this heading will not appear in questionnaire)

2021 VCE Physics Consultation Questionnaire

The current study design for VCE Physics is accredited until 31 December 2022.

The VCAA is undertaking a review of the study during 2021. This questionnaire is part of a process of gathering information about the proposed changes to the study design for VCE Physics.

Once accredited, the revised study design will be implemented on 1 January 2023.

Please complete this online questionnaire by Tuesday 3 August 2021.

Advice on completing this questionnaire

This questionnaire is divided into Parts A, B, C and D:
*** Part A focuses on specific changes to the VCE Physics Study Design**
*** Part B focuses on the course content in each unit of study**
*** Part C focuses on Units 1 and 2 assessment**
*** Part D focuses on Units 3 and 4 School-assessed Coursework**

To move forward or backward through the consultation questionnaire, use the **[NEXT]** and **[BACK]** buttons displayed in the bottom corners of each page.

Do not use the arrows in your web browser, this can exit you out of the response without saving.
This questionnaire can be completed at a later stage once commenced. To recommence the questionnaire, please ensure you:

- Use the [NEXT] button located in the bottom right hand corner to save entered information.
- Use the same computer and web browser on which the questionnaire was commenced as a copy of your responses will have been saved.

The questionnaire MUST be completed online.

If you would like a PDF copy of the questionnaire, please contact the VCE Curriculum Unit at vcaa.vce.curriculum@education.vic.gov.au. Please note this is for reference purposes only.

In the event there are any technical issues, please contact

vcaa.vce.curriculum@education.vic.gov.au. Generally 'lost' responses are retrievable.

VCAA Collection Notice

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Respondent Information (this heading will not appear in questionnaire)

RESPONDENT INFORMATION

Response type (please choose one):

Student

Teacher

Subject Association

Interest group

Other (please specify below)

Please indicate if you are:

Year 10 or below

VCE Year 11

VCE Year 12

Studying at TAFE/University

In the workforce

Other (please specify below)

Name of school, TAFE, university, interest group, organisation, company (if applicable):

School region:

North Eastern

North Western

South Eastern

South Western

Other (please specify below)

Unsure

School sector:

Government

Catholic

Independent

Other (please specify below)

Unsure

How long have you been teaching VCE Physics?

First year

2–5 years

6–10 years

11–15 years

More than 15 years

Please indicate which unit/units you are teaching/have taught from the VCE Physics 2016–2022 accreditation period:

Unit 1: What ideas explain the physical world?

Unit 2: What do experiments reveal about the physical world?

Unit 3: How do fields explain motion and electricity?

Unit 4: How can two contradictory models explain both light and matter?

Not applicable

Please indicate which unit/units you are studying/have studied from the VCE Physics 2016–2022 accreditation period:

Unit 1: What ideas explain the physical world?

Unit 2: What do experiments reveal about the physical world?

Unit 3: How do fields explain motion and electricity?

Unit 4: How can two contradictory models explain both light and matter?

Not applicable

Part A: Proposed changes

PART A

PROPOSED CHANGES RELATING TO THE DRAFT VCE PHYSICS STUDY DESIGN

The following questions relate to proposed changes to the draft VCE Physics Study Design. Please select your response and provide comments to elaborate.

Key science skills

The key science skills that are included as part of the 'Cross-study specifications' in the VCE Physics Study Design are common to all VCE sciences but have been refined and contextualised for VCE Physics.

To what extent do you agree that the key science skills in the draft VCE Physics Study Design clearly and appropriately identify what students should be able to do?

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

Please provide reasons for your response:

Cross-study specifications

The ‘Cross-study specifications’ have been updated in line with changes to the VCE Biology and VCE Environmental Science Study Designs after their review in 2019. The sections on logbooks and the Unit 4 scientific poster have been updated and new sections have been included in the draft VCE Physics Study Design: ‘Scientific investigation methodologies’; ‘Critical and Creative Thinking’; ‘Ethical understanding’; ‘Individual and collaborative scientific endeavour’; and ‘Aboriginal and Torres Strait Islander knowledge, cultures and histories’.

To what extent do you agree with the appropriateness of the updated and new content included in the ‘Cross-study specifications’ in the draft VCE Physics Study Design?

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

Please provide reasons for your response:

Characteristics of the study

A ‘Characteristics of this study’ section has been introduced in the draft VCE Physics Study Design that includes a cognitive triangle of verbs to assist teachers in determining the depth of treatment of the key knowledge, and an outline of the expectations for VCE Physics students in tabulating and graphing data.

To what extent do you agree that the ‘Characteristics of this study’ is a useful feature of the draft VCE Physics study design?

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

Please provide reasons for your response:

Terms used in this study

A ‘Terms used in this study’ section was introduced in the revised VCE Biology and VCE Environmental Science 2022-2026 Study Designs. This section has been added to the VCE Physics Study Design and has been contextualised for VCE Physics by clarifying the nomenclature related to ‘forces’ in the VCE Physics Study Design and the use of measurement terms including the determination of uncertainty in measured data.

To what extent do you agree with the way the ‘Terms used in this study’ section has been included to support teachers to clearly understand and implement the key science skills and key knowledge included in the draft VCE Physics Study Design?

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

Please provide reasons for your response:

Content selection

The draft VCE Physics Study Design is necessarily a selection of content from the broad discipline of physics. To address issues in the current study design related to conceptual sequencing across Units 1 to 4, absence of some key concepts appropriate at Units 1 and 2 and the large amount of content particularly in Unit 1 Area of Study 1, the draft VCE Physics Study Design has strengthened conceptual connections across Units 1 to 4, included ‘light’, ‘waves’ and ‘materials and structures’ as compulsory components at Units 1 and 2, and reduced overall content across Units 1 to 4.

To what extent do you agree that appropriate classic and contemporary content selection and sequencing has been included in the draft VCE Physics Study Design?

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

Please provide reasons for your response:

Choice of context options

The opportunity for increased teacher and student flexibility in studying physics concepts and developing science skills is provided through a set of ‘Choice of context’ options across Units 1 and 2. The options in Unit 2 Area of study 2 in the current study design have been re-purposed across Units 1 and 2 to provide contexts through which key knowledge and key science skills can be explored. New options have also been included.

To what extent do you agree that the ‘Choice of context’ options are an appropriate inclusion in the draft VCE Physics Study Design?

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

Please provide reasons for your response:

Independent continuous variables

It is proposed that only one independent continuous variable is investigated by students in the student-adapted or student-designed investigation in Unit 4 Area of Study 3. This better aligns with the other VCE sciences.

To what extent do you agree that only one independent continuous variable should be investigated by students for the outcome in Unit 4 Area of Study 3?

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

Please provide reasons for your response:

Physics and society

The link between concepts and applications of physics in society have been strengthened to

provide increased relevance and engagement for students, supporting them to understand how physics can be applied to address physics-related socio-scientific issues.

To what extent do you agree that the proposed content leads to more active and engaged citizenship and is appropriate for inclusion in a post-compulsory senior secondary study of Physics?

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

Please provide reasons for your response:

Accessibility

VCE study designs should be accessible to a wide cohort of students including those who wish to pursue further studies as well as students who may only study a single unit as part of a broad senior secondary qualification.

To what extent do you agree that the proposed content enables access to the study of Physics by a wide cohort of students as well as providing students with sufficient opportunities to develop and demonstrate higher order thinking and critical inquiry skills?

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

Please provide reasons for your response:

Practical work

Practical work is considered a central component of learning and assessment within the draft VCE Physics Study Design.

To what extent do you agree with the proposed nature of, and increased time devoted to, practical work in the draft VCE Physics Study Design?

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

Please provide reasons for your response:

Study score weighting of School-assessed Coursework and external examination

It is proposed that the study score weighting for School-based Assessment in Units 3 and 4 be increased from 40% to 50% and that the weighting for the external examination be decreased from 60% to 50% to align with physics assessment weightings in other Australian and international jurisdictions. These changed weightings provide students with a better balance of assessments being undertaken in a variety of modes and contexts. It is also proposed that the length of the external examination remains unchanged at 2.5 hours.

To what extent do you agree that School-assessed Coursework and the external examination should each contribute 50% to a student's study score in VCE Physics?

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

Please provide reasons for your response:

Unit 3 and 4 weighting of Outcomes

The proposed weightings for School-based Coursework for the Outcomes in Units 3 and 4 are as follows:

- Unit 3 Outcome 1 = 18%
- Unit 3 Outcome 2 = 18%
- Unit 3 Outcome 3 = 18%
- Unit 4 Outcome 1 = 16%
- Unit 4 Outcome 2 = 14%
- Unit 4 Outcome 3 = 16%

These weightings reflect the comparative workloads of each of the six related Areas of Study.

To what extent do you agree with the proposed weightings of School-assessed Coursework?

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

Please provide reasons for your response:

School-based Assessment tasks

The structure of School-based Assessment has been revised to strengthen the application of the **VCE assessment principles** across the nominated tasks, as well as strengthening the assessment of the key science skills in the VCE Physics Study Design. While schools and teachers will still have flexibility in developing tasks that are suited to their cohorts, students across Victoria will have a more equitable assessment experience.

To what extent do you agree that the proposed changes to School-based Assessment are aligned with the VCE assessment principles and the key knowledge and key science skills included in the draft VCE Physics Study Design?

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

Please provide reasons for your response:

Pre-written notes and formula sheet for School-based Assessment tasks and examinations

Students are currently able to use pre-written notes (one folded A3 sheet or two A4 sheets bound together by tape) in undertaking School-based Assessment and examinations.

To what extent do you agree with students being able to use pre-written notes in assessment?

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

Please provide reasons for your response:

Implementation

Are there any specific topics or concepts for which teachers will require additional support?

Yes

Unsure

No

You answered ‘yes’, please give details where additional support will be required:

In relation to your response above, in what ways should this additional support be provided?

Included in VCAA implementation briefings

Topic based webinars

Written support material on the VCAA website

Other (please specify):

Do you support concurrent implementation of Units 1 to 4, or staged implementation of Units 1 and 2, followed by Units 3 and 4?

Staged

Concurrent

Please provide reasons for your response:

Part B: Content

PART B - COURSE CONTENT - KEY KNOWLEDGE

Unit 1: How does the small influence the large?

The questions in this section relate to the content of **Unit 1** of the draft VCE Physics Study Design.

Q1. Area of Study 1: How can radiation be used to explain changes in the physical world?

a) To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Outcome 1 is consistent with and reflects the breadth of content within the area of study.	○	○	○	○	○
The key knowledge is a clear elaboration of the outcome statement.	○	○	○	○	○

b) Please comment on the appropriateness and clarity of the key knowledge in Outcome 1.

Q2. Area of Study 2: How can electricity be used to transfer energy?

a) To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Outcome 2 is consistent with and reflects the breadth of content within the area of study.	○	○	○	○	○
The key knowledge is a clear elaboration of the outcome statement.	○	○	○	○	○

b) Please comment on the appropriateness and clarity of the key knowledge in Outcome 2.

Q3. Area of Study 3: How does physics contribute to finding solutions to socio-scientific issues?

a) To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Outcome 3 is consistent with and reflects the breadth of content within the area of study.	○	○	○	○	○
The key knowledge is a clear elaboration of the outcome statement.	○	○	○	○	○

b) Please comment on the appropriateness and clarity of the key knowledge in Outcome 3.

Q4. Unit 1 content

a) To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The content is at a level of difficulty appropriate for Year 11 standard.	○	○	○	○	○
Essential content is included.	○	○	○	○	○
The workload is manageable.	○	○	○	○	○

b) Comments on Unit 1 content:

Unit 2: How do physicists make meaning of observations of the physical world?

The questions in this section relate to the content of **Unit 2** of the draft VCE Physics Study Design.

Q1. Area of Study 1: How do physicists understand and investigate light?

a) To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Outcome 1 is consistent with and reflects the breadth of content within the area of study.	○	○	○	○	○
The key knowledge is a clear elaboration of the outcome statement.	○	○	○	○	○

b) Please comment on the appropriateness and clarity of the key knowledge in Outcome 1.

Q2. Area of Study 2: How do physicists understand and utilise forces?

a) To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Outcome 2 is consistent with and reflects the breadth of content within the area of study.	○	○	○	○	○
The key knowledge is a clear elaboration of the outcome statement.	○	○	○	○	○

b) Please comment on the appropriateness and clarity of the key knowledge in Outcome 2.

Q3. Area of Study 3: How do scientific investigations develop understanding of the behaviour of light or the effects of forces?

a) To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Outcome 3 is consistent with and reflects the breadth of content within the area of study	○	○	○	○	○
The key knowledge is a clear elaboration of the outcome statement.	○	○	○	○	○

b) Please comment on the appropriateness and clarity of the key knowledge in Outcome 3.

Q4. Unit 2 content

a) To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The content is at a level of difficulty appropriate for Year 11 standard.	○	○	○	○	○
Essential content is included.	○	○	○	○	○
The workload is manageable.	○	○	○	○	○

b) Comments on Unit 2 content:

Q5. Units 1 and 2

Do you have any further comments to make about Unit 1 and/or Unit 2 content?

Unit 3: How do fields explain motion and electricity?

The questions in this section relate to the content of **Unit 3** of the draft VCE Physics Study Design.

Q1. Area of Study 1: How do things move without contact?

a) To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Outcome 1 is consistent with and reflects the breadth of content within the area of study.	○	○	○	○	○
The key knowledge is a clear elaboration of the outcome statement.	○	○	○	○	○

b) Please comment on the appropriateness and clarity of the key knowledge in Outcome 1.

Q2. Area of Study 2: How are fields used to move electrical energy?

a) To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Outcome 2 is consistent with and reflects the breadth of content within the area of study.	○	○	○	○	○
The key knowledge is a clear elaboration of the outcome statement.	○	○	○	○	○

b) Please comment on the appropriateness and clarity of the key knowledge in Outcome 2.

Q3. Area of Study 3: How do physicists explain motion in two dimensions?

a) To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Outcome 3 is consistent with and reflects the breadth of content within the area of study.	○	○	○	○	○

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The key knowledge is a clear elaboration of the outcome statement.	○	○	○	○	○

b) Please comment on the appropriateness and clarity of the key knowledge in Outcome 3.

Q4. Unit 3 content

a) To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The content is at a level of difficulty appropriate for Year 12 standard.	○	○	○	○	○
Essential content is included.	○	○	○	○	○
The workload is manageable.	○	○	○	○	○

b) Comments on Unit 3 content:

Unit 4: How have creative ideas revolutionised thinking in physics?

The questions in this section relate to the content of **Unit 4** of the draft VCE Physics Study Design.

Q1. Area of Study 1: How have ideas about light and matter changed?

a) To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Outcome 1 is consistent with and reflects the breadth of content within the area of study.	○	○	○	○	○
The key knowledge is a clear elaboration of the outcome statement.	○	○	○	○	○

b) Please comment on the appropriateness and clarity of the key knowledge in Outcome 1.

Q2. Area of Study 2: How have ideas about motion, matter and energy changed?

a) To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Outcome 2 is consistent with and reflects the breadth of content within the area of study.	○	○	○	○	○
The key knowledge is a clear elaboration of the outcome statement.	○	○	○	○	○

b) Please comment on the appropriateness and clarity of the key knowledge in Outcome 2.

Q3. Area of Study 3: How is scientific inquiry used to investigate fields, motion or light?

a) To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Outcome 3 is consistent with and reflects the breadth of content within the area of study.	○	○	○	○	○
The key knowledge is a clear elaboration of the outcome statement.	○	○	○	○	○

b) Please comment on the appropriateness and clarity of the key knowledge in Outcome 3.

Q4. Unit 4 content

a) To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The content is at a level of difficulty appropriate for Year 12 standard.	○	○	○	○	○
Essential content is included.	○	○	○	○	○
The workload is manageable.	○	○	○	○	○

b) Comments on Unit 4 content:

Q5. Units 3 and 4

Do you have any further comments to make about Unit 3 and/or Unit 4 content?

Part C: U1&2 assessment

PART C - UNITS 1 AND 2 ASSESSMENT

The questions in this section relate to assessment in **Unit 1** and **Unit 2** of the draft VCE Physics Study Design.

Q1. Unit 1 assessment

a) To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The assessment provides the opportunity to assess and measure the range of student achievement against the outcomes.	○	○	○	○	○
The assessment provides students with the opportunity to demonstrate achievement of the outcomes in multiple ways.	○	○	○	○	○

b) Comments on Unit 1 assessment:

Q2. Unit 2 assessment

a) To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The assessment provides the opportunity to assess and measure the range of student achievement against the outcomes.	○	○	○	○	○
The assessment provides students with the opportunity to demonstrate achievement of the outcomes in multiple ways.	○	○	○	○	○

b) Comments on Unit 2 assessment:

Part D: U3&4 SAC

PART D - UNITS 3 AND 4 SCHOOL-ASSESSED COURSEWORK

The questions in this section relate to School-based assessment for **Unit 3** and **Unit 4** of the draft VCE Physics Study Design.

The questions in this section relate to School-based assessment for **Unit 3** and **Unit 4** of the draft VCE Physics Study Design.

A set of 5 assessment tasks are proposed for Units 3 Outcomes 1, 2 and 3 and Unit 4 Outcomes 1 and 2. Each task is be completed once across Units 3 and 4, but schools/teachers may choose which task will be assessed with which outcome. The assessment tasks as a set provide the opportunity to assess and measure the range of student achievement against the outcomes in multiple ways.

For Unit 4 Outcome 3, the assessment task relates to the presentation of the results of a student-designed and student-conducted investigation that is presented as a scientific poster and authenticated by logbook entries.

The following questions relate to each of the six assessment tasks across Units 3 and 4.

Q1. Unit 3 and Unit 4 assessment tasks: Task 1 of 5

a). Consider the assessment task: 'explanation of a selected physics device, design or innovation'

To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The task is relevant to assessing knowledge and skills in physics	○	○	○	○	○
The task is manageable for teachers to develop	○	○	○	○	○
The task is manageable for students to complete in 50 minutes	○	○	○	○	○
The task can be used to assess Unit 3 Outcome 1	○	○	○	○	○
The task can be used to assess Unit 3 Outcome 2	○	○	○	○	○
The task can be used to assess Unit 4 Outcome 1	○	○	○	○	○
The task can be used to assess Unit 4 Outcome 2	○	○	○	○	○

b) Comments on the assessment task:

Q2. Unit 3 and Unit 4 assessment tasks: Task 2 of 5

a) Consider the assessment task: 'analysis and evaluation of generated primary and/or collated secondary data'

To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The task is relevant to assessing knowledge and skills in physics	○	○	○	○	○
The task is manageable for teachers to develop	○	○	○	○	○
The task is manageable for students to complete in 50 minutes	○	○	○	○	○
The task can be used to assess Unit 3 Outcome 1	○	○	○	○	○
The task can be used to assess Unit 3 Outcome 2	○	○	○	○	○
The task can be used to assess Unit 4 Outcome 1	○	○	○	○	○
The task can be used to assess Unit 4 Outcome 2	○	○	○	○	○

b) Comments on the assessment task:

Q3. Unit 3 and Unit 4 assessment tasks: Task 3 of 5

a) Consider the assessment task: 'comparison and evaluation of physics concepts, methods and/or findings from at least two student practical activities'

To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The task is relevant to assessing knowledge and skills in physics	○	○	○	○	○
The task is manageable for teachers to develop	○	○	○	○	○
The task is manageable for students to complete in 50 minutes	○	○	○	○	○
The task can be used to assess Unit 3 Outcome 1	○	○	○	○	○
The task can be used to assess Unit 3 Outcome 2	○	○	○	○	○
The task can be used to assess Unit 4 Outcome 1	○	○	○	○	○
The task can be used to assess Unit 4 Outcome 2	○	○	○	○	○

b) Comments on the assessment task:

Q4. Unit 3 and Unit 4 assessment tasks: Task 4 of 5

a) Consider the assessment task: 'response to a contemporary socio-scientific issue or innovation'

To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The task is relevant to assessing knowledge and skills in physics	○	○	○	○	○
The task is manageable for teachers to develop	○	○	○	○	○
The task is manageable for students to complete in 50 minutes	○	○	○	○	○
The task can be used to assess Unit 3 Outcome 1	○	○	○	○	○
The task can be used to assess Unit 3 Outcome 2	○	○	○	○	○
The task can be used to assess Unit 4 Outcome 1	○	○	○	○	○
The task can be used to assess Unit 4 Outcome 2	○	○	○	○	○

b) Comments on the assessment task:

Q5. Unit 3 and Unit 4 assessment tasks: Task 5 of 5

a) Consider the assessment task: ‘critique of an experimental design, process or apparatus'

To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The task is relevant to assessing knowledge and skills in physics	○	○	○	○	○
The task is manageable for teachers to develop	○	○	○	○	○
The task is manageable for students to complete in 50-70 minutes	○	○	○	○	○
The task can be used to assess Unit 3 Outcome 1	○	○	○	○	○
The task can be used to assess Unit 3 Outcome 2	○	○	○	○	○
The task can be used to assess Unit 4 Outcome 1	○	○	○	○	○
The task can be used to assess Unit 4 Outcome 2	○	○	○	○	○

b) Comments on the assessment task:

Q6. Unit 3 and Unit 4 assessment tasks: Outcome 3

a) Consider the Unit 4 Outcome 3 assessment task: 'communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation through a structured scientific poster and logbook entries'

To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
he task is relevant to assessing knowledge and skills in physics	○	○	○	○	○
The task is manageable for teachers to develop	○	○	○	○	○
The task is manageable for students to complete	○	○	○	○	○
The task can be used to assess content in Units 3 and/or 4	○	○	○	○	○
Assessment of logbook entries is appropriate	○	○	○	○	○
Poster length of 600 words is appropriate	○	○	○	○	○

b) Comments on the assessment task:

Q7. Units 3 and 4 assessment

Do you have any further comments to make about Unit 3 and/or Unit 4 assessment?

Additional Feedback (this heading will not appear in questionnaire)

ADDITIONAL FEEDBACK

Do you have any other comments you would like to make regarding the **content** provided in the draft study design?

Do you have any other comments you would like to make regarding the **assessment** provided in the draft study design?

The VCAA will run a number of focus groups to further inform the review process for VCE Physics.

Please indicate if you are interested in participating in a focus group.

Yes, I'm interested

No, I am not interested

Please provide the following details for the VCAA to contact you regarding participating in a focus group:

Name:

Contact number:

Contact email: