Deloitte.

May 2025

Tasmanian Assessment, Standards & Certification (TASC)

Investigation and exam process independent review

May 2025

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CONFIDENTIAL

27 May 2025

Ms Katharine O'Donnell
Director, Education Regulation
Office of Education Regulation
Department for Education, Children and Young People
GPO Box 104
Hobart TAS 7001

Dear Ms O'Donnell,

Re: Investigation and exam process independent review – 2024 Exams
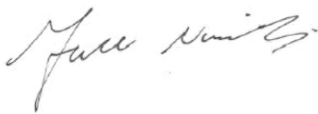
We refer to our Letter of Engagement, dated 7 February 2025 whereby you engaged Deloitte SRT Pty Ltd (Deloitte) at the request of the TASC Board to conduct an independent review and investigation into the exam development process relating to the 2024 external examinations for Level 3 and 4 courses, where an error occurred within the exam content (2024 Exams).

We note that DECYP engaged Deloitte on behalf of the TASC Board, due to the legal structure of the TASC Board and the department; however, throughout the engagement we were under the instruction of and reported to the TASC Board.

We are pleased to provide you with our findings, including identified gaps and improvement opportunities in the 2024 exam development process.

Please do not hesitate to contact me on ▮▮▮▮▮▮▮▮ if you have any questions.

Yours sincerely

Forde Nicolaides
Partner
Deloitte SRT Pty Ltd

Contents

1 Executive summary

1.1   Deloitte was engaged by the Tasmanian Assessment, Standards and Certification (TASC) Board to assist in conducting an independent review and investigation into the exam development process relating to the 2024 external examinations for Level 3 and 4 courses, where some errors occurred within the exam content.

1.2   Our engagement activities included conducting review of relevant documents, holding discussions and walkthroughs with various individuals involved in the exam development process, and identifying any gaps or improvement opportunities.

1.3   For the purposes of this report, we have not included those interviewed, however these individuals are known to Deloitte.

Observations and recommendations

1.4   The following table provides a summary of our key findings and recommendations which are outlined in more detail in the body of this report. Our recommendations have been developed based on our understanding of the current exam development process and matters we consider relevant to assist TASC in operating more effectively in the future.

1.5   Whilst we found that the 2024 exam development process generally followed the TASC policy and procedure, there were some minor deviations from the process identified during our review. This includes Setting Examiners and Exam Critics incorrectly completing draft feedback forms or neglecting to include them, and Exam Critics not testing that the exam can be completed in the required timeframe.

1.6   Based on our observations and discussions, we noted there was insufficient resourcing at TASC considering the workload and quantum of exams to be developed each year. This resourcing issue creates a higher risk of potential error in exam content development which can be compounded when there is insufficient training of exam Setters and Critics on TASC processes for exam development or critical time constraints. The insufficient resourcing leads to excessive pressure on timelines and on TASC staff which is likely to have been a contributing factor to the errors that were identified in the 2024 Exams.

1.7   Additionally, we noted the current remuneration available to Setting Examiners and Exam Critics may not be sufficient or at a level that may attract additional suitable resourcing in Tasmania where the resource pool is already limited. Whilst we have not compared or considered market rates of pay (this was outside our scope) we were told from discussions ████████████████████ ████████████████ that the remuneration level also contributed to the resourcing issue. This has hindered TASC's ability to attract enough candidates and is not sufficient remuneration for the work that existing staff are expected to produce. This may consequently have led to (or increased the risk of) errors in exams. The additional recommendations outlined in this report would potentially increase the workload, thereby making the current remuneration even less adequate to meet the demands placed on Setting Examiners and Exam Critics.

1.8   Overall, during our review, we found that TASC has a defined process for exam development, which could function effectively if appropriately resourced.

1.9   Further, we found the following key observations:

Table 1: Key Observations

Item	Observations
1	TASC is under resourced with only 19 individuals listed in the TASC Organisational Chart[1], of which 5 are part time employees. In comparison, the Budget Line provided by DECYP based on TASC's Employee Classification Profile for 2024 was 23 roles (10 of which are 1.0 FTE). We were informed that some vacant positions are unable to be filled due to HR policies ████ ████████████████ Roles remain unfilled when staff go on leave due to employment restrictions and understaffing at TASC, positions remain vacant, and staff have been paid $87,532 in

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[1] TASC Organisational Chart November 2024

Item	Observations
	overtime so far in FY25 (includes 5 permanent staff and 43 clerical relief staff). For previous years, total overtime was $107,347.81 in FY24, $59,975.26 in FY23, $69,982.53 in FY22 and $79,384.15 in FY21[2]. Whilst TASC has had an overall salary overspend for these years, overtime is not budgeted for by DECYP. The overspend in 2023-24 for salaries was $123,515. As a result, work relating to the exam development process is often completed in addition to regular duties and TASC have limited time and resources to review policies and procedures. There is also a single person dependency risk at TASC in several areas (TASC Internal Checks, Recruitment Spreadsheet and Assessment Team). *Refer to Findings 1, 2, 3, 4 and 6 in Section 3 for further detail.*
2	Remuneration for Setting Examiners and Exam Critics is inadequate. We understand that TASC cannot pay more than what TASC Fee Regulations state, however, our review identified the Tasmanian remuneration levels as some of the lowest nationally for exam development personnel, a factor which likely hinders TASC's ability to attract many candidates and is not sufficient remuneration for the work involved that existing staff are expected to produce. *Refer to Finding 11 in Section 3 for further detail.*
3	DECYP are responsible for developing the curriculum in Tasmania. DECYP employs ▮ curriculum experts across humanities, arts/English and STEM. As a result, curriculum experts sit under DECYP and not TASC. The absence of curriculum experts within TASC results in a reliance on Setting Examiners, Exam Critics and the Assessment Manger, to verify the technical accuracy of exams. *Refer to Finding 5 in Section 3 for further detail.*
4	There is an insufficient number of individuals applying to be Setting Examiners/Exam Critics which we understand is a recurring issue year on year. As a result, TASC often must directly reach out to individuals to ask them to participate in the process. We understand that contributing factors include the current application portal used by TASC for recruitment, the unsuitability of DECYP's recruitment system for TASC's needs and that TASC recruitment is limited to Tasmania due to regulation requirements. These requirements require a current Tasmanian Registration to Work with Vulnerable People and where feasible, a minimum of five years' experience in the relevant course area. *Refer to Findings 7, 8, 9 and 13 in Section 3 for further detail.*
5	No formal training is provided to Setting Examiners and Exam Critics on the exam development process (in addition to that provided within the Setting Examiner and Exam Critic Handbook[3]). *Refer to Finding 12 in Section 3 for further detail.*
6	Time pressures exist in the exam development process with stages often occurring after the date documented in policy and procedure documents. ▮▮▮▮▮▮▮▮▮▮▮▮ TASC staff often must follow up on due dates and ask that documents are provided in time. *Refer to Findings 14, 18, 21, 24, 28, 31, 37 and 40 in Section 3 for further detail.*
7	First drafts submitted by Setting Examiners are provided in varying formats and templates despite Setting Examiners being asked to provide their first draft in a "simple word document"[4] for TASC to then transfer to the appropriate template. TASC requests this due to the lack of understanding by Setting Examiners in using the current Microsoft Word exam template, which uses text styles to apply formatting. *Refer to Finding 16 in Section 3 for further detail.*
8	Setting Examiners are provided with a copy of the External Assessment Specifications (EAS) specific to the course they are setting for when preparing external assessments via a link in

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[2] Overtime Data high level_April 2025
[3] TASC Setting Examiner and Exam Critic Handbook_2025
[4] Instructions and resources for setting the 2024 Written Exam Paper_Redacted

Item	Observations
	their appointment email and then again in a hard copy when the first draft is sent out to the Setting Examiners and Exam Critics.
	Despite receiving these versions of the EAS, ██████████████████████████ there may have been exams that did not adhere to the EAS for courses outside of our scope.
	Refer to Finding 15 in Section 3 for further detail.
9	████████████████████████████ only having one individual responsible for designing the original exam makes the process more difficult and prevents Setting Examiners from obtaining any corroboration or second opinions on the assessment questions they have designed, before they are submitted to TASC.
	Refer to Findings 17 and 41 in Section 3 for further detail.
10	It is standard practice to have two Exam Critics appointed for each course, however, the 2024 Biology exam development process only involved one Setting Examiner and one Exam Critic[5].
	TASC were unable to appoint a second Exam Critic to the Biology course due to insufficient applicants, however TASC sought feedback ████████████████████████████████ during the second draft review to ensure a third person reviewed the exam paper before the final draft.
	The ██████████████████████████████████ had to withdraw due to teaching duties after drafting the exam, and consequently TASC appointed a new individual into the Setting Examiner role after the first draft had been submitted. One of the Exam Critics completed the final sign off instead of a Setting Examiner (the Setting Examiner usually performs this sign off).
	Refer to Finding 19 in Section 3 for further detail.
11	Setting Examiners have the final say regarding which changes are incorporated into the next draft although they are expected to provide justification as to why they have/have not accepted changes. This justification is not necessarily recorded formally and is often provided verbally or via an MS teams chat.
	Refer to Finding 22 in Section 3 for further detail.
12	Previous TASC procedure has been to have a TASC staff member in the room during the critic meeting to apply changes live. The current procedure is for the Exam Critics and Setting Examiner to note down required changes in a list to be given to TASC. ████ ███████████ identified this may be a reason for changes not being correctly applied to exam papers.
	Refer to Finding 23 in Section 3 for further detail.
13	In some instances, changes recommended by Exam Critics in the Critic Meeting were not found in the second draft. ██████████████████████████ also noted they did not have access to earlier versions of the exams whilst reviewing the second draft, making it difficult to verify if the suggested changes were incorporated into the new draft.
	Refer to Findings 25 and 26 in Section 3 for further detail.
14	Currently there is no final check by the Setting Examiner or Exam Critic to sit the exam as a student to check that the updated questions and formatting are satisfactory after all revisions have taken place (phase 7). Exam Critics are currently not involved in the final review/print proof review.
	Refer to Findings 29 and 38 in Section 3 for further detail.
15	Whilst many exams are of good quality when they reach the TASC Internal Check, several exams reach this stage at a level that wouldn't be classified as a final draft (e.g. poor sentence structure, poor grammar, copyright issues). The TASC Internal Check involves proofreading of the exam and not a technical check of the course material.
	██████████████████████████████████████ who performs the TASC Internal Check is able to sometimes find errors in technical content and is concerned that if they can pick up errors whilst not being a technical expert, there may be additional deeper level errors they are not aware of or capable of picking up.

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[5] 2022 – 2024 Setters and Critics for error courses, 2024 Exam Progress Tracker

Item	Observations
	Refer to Findings 32 and 35 in Section 3 for further detail.
16	The TASC Internal Check is not referred to in the TASC Exam Development Timeline[6] or the TASC Setting Examiner and Exam Critic Handbook[7]. It is referred to in the 2024 Exam Progress Checker[8]. *Refer to Finding 34 in Section 3 for further detail.*
17	During our review, we found that ████████████████████ highlighted that the exam development process lacked collaboration and the opportunity to consult with other technical experts as an issue with the exam development process. ████████████████ this gap slowed down the process and caused a lack of diverse opinions in the exam. *Refer to Finding 41 in Section 3 for further detail.*
18	The only Examiner Report currently compulsory to be completed is the report created for teachers and students. The report with feedback for Setting Examiners and Exam Critics from the Marking Coordinator, feedback for TASC and feedback to inform Examination Specifications is not compulsory. *Refer to Finding 43 in Section 3 for further detail.*
19	While Setting Examiners create a marking guide, there is often limited communication with Marking Coordinators. *Refer to Finding 44 in Section 3 for further detail.*
20	During the review period, Setting Examiners and Exam Critics often take their own notes or in some cases photographs of the exam with their mark ups in order to track the changes and see what comments/changes they had previously requested. There is then a security risk for them to retain these/a risk that these could be leaked or shared outside of the TASC environment in some way. *Refer to Finding 45 in Section 3 for further detail.*
21	We consider the current office arrangement for the TASC Assessment Team poses a potential security risk, especially during live exams. The proximity to individuals outside the TASC Assessment Team could increase the likelihood of exam content being inadvertently or deliberately leaked, which could lead to significant reputational damage and media attention for both TASC and DECYP. Although we note this issue is technically out of scope of our engagement, we note it's crucial to address these concerns proactively. *Refer to Finding 46 in Section 3 for further detail.*

1.10   We provide the following recommendations for TASC to consider. We appreciate that current department budgets and levels of government funding for TASC may impact the ability to adopt recommendations or the timing of implementing recommendations. We also acknowledge that some recommendations may require more consideration before they are adopted. Further, some recommendations are reliant on the implementation of other recommendations, hence it is a matter for TASC to determine which recommendations should be considered as top priority, high, medium and low and the implications of that on related recommendations. We also acknowledge that the exam development process has started, and significant progress has been made for 2025.

Table 2: Recommendation priority

Priority	Explanation	Number
Top priority	Recommendations that we have ranked as top priority which must go right to minimise the potential for errors in exams.	7
High	Recommendations that we have ranked as high and will assist TASC in creating an effective exam development process in 2025 (noting that the 2025 exam development process has significantly commenced).	11

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[6] TASC Exam Development Timeline
[7] TASC Setting Examiner and Exam Critic Handbook_2025
[8] 2024 Exam Progress Tracker

Priority	Explanation	Number
Medium	Recommendations that we have ranked as medium and will assist TASC in creating an effective exam development process in preparation for 2026.	7
Low	Recommendations that we have ranked as low and will assist in creating an effective exam development process in future years (2026 onwards).	9
	Total	34

Table 3: Summary of recommendations[9] ranked as 'Top priority' that must go right to minimise the potential for errors in exams

Item	Recommendation	Recommended priority
Overall		
1	We recommend that TASC hire a resource/project officer to coordinate the implementation of the recommendations made by Deloitte. *Refer to Recommendation 1 in Section 4 of this report.*	Top priority
TASC Organisational Structure		
2	The overtime expenditures from FY24 to present ($194,879.60)[10] indicate insufficient staffing for the exam development process. We recommend that TASC conduct a workload analysis to determine if further recruitment of TASC staff is necessary to fill gaps (i.e. the vacant Band 3 and Band 8 roles[11]), alleviate overtime pressures during the exam development process and allow for regular review of policies and procedures. Regular review of policies and procedures is essential as it assists in identifying gaps, enabling proactive adjustments to mitigate issues before they arise. ███████████████ that this analysis may be being done through the Education Regulator's Sustainable Funding Methodology. TASC should consider accessing 'surge' resourcing from DECYP if exam development process delays occur to assist TASC in getting back on track, reducing the need for overtime and fatigue of staff. TASC should also consider approaching other state education authorities for resource support (e.g. through secondment arrangements) when more resources are required. We recommend that TASC initially conduct the workload analysis mentioned above to then consider any structural changes required to TASC. In our view such changes would require a feasibility review that includes legal, operational, financial and other business and educational considerations prior to any change. The feasibility review should include an option on merging with another state-based education authority or having mutual outsourcing services, to determine whether this would be a viable option to the State, given the onflow impacts to staff, curriculum and students within Tasmania as a whole. It is important however that any structural change not be limited to the objective of minimising exam errors, but also to sustain the exam development process into the future – including through the recommendations made in this report. *Refer to Recommendation 2 in Section 4 of this report.*	Top priority
3	Currently DECYP employs ██████ curriculum experts across humanities, arts/English and STEM. We recommend that TASC consider establishing an agreement with DECYP to involve their curriculum experts in the	Top priority

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Item	Recommendation	Recommended priority
	exam development process. By integrating these experts into the review process, TASC can align the exams with educational standards and accurately reflect curriculum objectives. Further, this collaboration can prevent potential technical issues with exam content, thus reducing rework and overtime. However, the limited number of curriculum experts at DECYP may limit the depth of expertise available. Given the broad array of over 40 exams, these experts might not have the comprehensive knowledge to thoroughly review the technical accuracy across all associated courses. Based on this finding, we recommend that TASC explores a partnership with a tertiary education body, such as the University of Tasmania, to enhance expertise in the exam development program. The VCAA has a similar initiative with Monash University, involving senior mathematicians in reviewing and providing quality assurance processes for VCE maths exams[12]. *Refer to Recommendation 3 in Section 4 of this report.*	
	Preliminary stage: Appointment of Setting Examiners and Exam Critics	
4	TASC should consider aligning payments provided to Setting Examiners and Exam Critics with industry standards to attract candidates and provide sufficient remuneration to existing staff for the work they are expected to produce. Given the regulated nature of remuneration and TASC's ongoing review of the TASC Fee Regulations, it's important to emphasise the payment disparity highlighted in Appendix 4 of this report. Other states such as NSW, utilise panels for exam setting, paying each member approximately $1,364 and the Chief Examiner on the panel receiving approximately $3,638, which highlights the need for a competitive structure at TASC[13]. In comparison, TASC Setting Examiners receive a maximum of $1,870 for more complex exams and $935 for basic-level exams, while Exam Critics receive $561 for the more complex exams and $280.50 for basic-level exams[14]. By advocating for payment adjustments that reflect these challenges and align with broader practices, TASC can enhance motivation, attract skilled professionals and reduce the risk of errors in exam development. *Refer to Recommendation 7 in Section 4 of this report.*	Top priority
5	We recommend TASC implement formal training for Setting Examiners and Exam Critics. This training should cover the exam development stages, required checklists and feedback forms to be completed and provide clarity around role responsibilities. *Refer to Recommendation 8 in Section 4 of this report.*	Top priority
	Stage 5: TASC Internal Check	
6	We recommend that TASC hire a copy editor to review the exams before the Setting Examiner's approval meeting which could reduce errors. This approach can allow the TASC internal reviewer to receive a draft that is grammatically sound and has fewer errors for the internal review. This reduces the burden on the TASC internal reviewer of identifying and correcting numerous errors during the exam checks, streamlining the process and enhancing efficiency.	Top priority

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[12] New partnership delivers quality in VCE Examinations - https://www.vcaa.vic.edu.au/news-and-events/latest-news/new-partnership-delivers-quality-vce-examinations
[13] NESA website - https://www.nsw.gov.au/education-and-training/nesa/about/employment/hsc-exam-development#toc-hsc-exam-development
[14] Sessional staff payments – TASC

Item	Recommendation	Recommended priority
	It is our understanding that TASC have engaged an editor this year in a structural capacity for exam paper formatting. The editor will conduct a final proofread before printing and the Deputy Director sign-off. Should the editor require extensive time on the task, an alternative proofreader will be employed for this stage. Currently there are no full time equivalent (FTE)s for this role and TASC are relying on contractors. It would be advantageous for TASC to evaluate the feasibility of employing copy editors as FTEs or conducting analysis to determine the necessary number to ensure thorough reviews of all exams. *Refer to Recommendation 26 in Section 4 of this report.*	
7	It seems the current office arrangement for the TASC Assessment Team poses a potential security risk, especially during live exams. The proximity to individuals outside the TASC Assessment Team could increase the likelihood of exam content being inadvertently or deliberately leaked, which could lead to significant reputational damage and media attention for both TASC and DECYP. For this reason, we would consider this to be 'top priority'. *Refer to Recommendation 34 in Section 4 of this report.*	Top priority

2 Background and Methodology

Background

2.1 Deloitte was engaged by the Tasmanian Assessment, Standards and Certification (TASC) Board to conduct an independent review and investigation of the exam development process of the 2024 Exams where an error occurred within the exam content (the 2024 Exams).

2.2 While we have considered the content in the 2024 Exams, we have not included commentary or opinion on the technical or grammatical accuracy of the 2024 Exam questions themselves, or the 2024 Examiner's Report.

2.3 For the purposes of this report, we have not included the names of those interviewed, however these individuals are known to Deloitte.

2.4 Our review did not include performing a market analysis of pay rates discussed in this report, only a simple review of publicly available information.

2.5 Our review looked at the TASC Exam Development Process as a whole, whilst also looking at a sample of courses where errors occurred within the exam content in 2024[15].

2.6 In undertaking this review, we considered for each key finding the risk or impact of the finding on the exam development process and developed recommendations to address each risk or impact identified. We have set out our findings, risks and impact, and recommendations in Section 3 and 4 below.

2.7 This report sets out our observations and findings based on the work performed and information provided to 27 May 2025.

Methodology

2.8 We carried out the following review procedures:

- Conducted an initial discussion ▮▮▮▮▮▮▮ to gain a better understanding of the background, exam development process and errors that occurred in 2024.

- Conducted a review of documents provided relating to TASC's policies, processes and other relevant documents associated with the design and development of the 2024 external examinations for Level 3 and 4 courses. A full list of documents referred to and reviewed is in Appendix 1.

- Conducted walkthroughs with ▮▮▮▮▮▮▮▮▮▮ the following roles to understand the exam development process:

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- Prepared a chronology of relevant events in the development of the 2024 Exams as documented in Appendix 3.

- Compared the actual development procedures undertaken for the 2024 Exams to the documented procedures and identified any deviations or omissions in the process.

- Identified any gaps or improvement opportunities in the exam development process including consideration of leading practice.

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[15] 2022-2024 Setters and Critics for error courses

- Discussed our preliminary findings with you and prepared a memorandum of observations for TASC to present at a Board Meeting.

- Drafted the report of findings and recommendations based on our review.

Conventions used in the report

2.9   Interviewees' comments have been paraphrased to capture the essence of the discussion held. Where comments or paraphrases have been taken directly from a person or a document, these are expressed in quotation marks.

3   Detailed findings

3.1   The following section outlines our detailed findings in relation to the TASC exam development process and their associated impact or risk to TASC.

TASC Organisational Structure

3.2   We conducted a review of the TASC Organisational Chart[16] to understand the positions at TASC involved within the exam development process. ██
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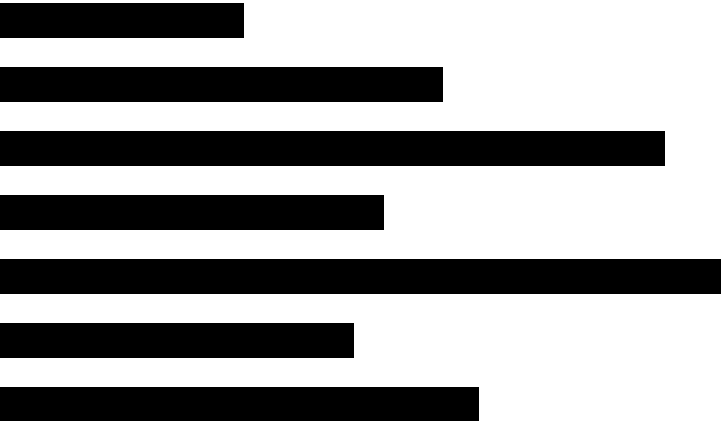
3.3   Additionally, we identified ████████████████████████████████ from our understanding, are not actively involved in the exam development process. Two roles at TASC are listed as vacant (as of November 2024). These include an Administration Officer – Quality Assurance (Band 3) and a Systems Team Manager (Band 8). ██
██████████████████████████ These positions do not fill existing positions but were created in recognition of more responsibilities/duties undertaken by the employee. For example, ██████████████████████████████
██ in comparison, the Budget Line provided by DECYP based on TASC's Employee Classification Profile for 2024 was 23 roles (10 of which are 1.0 FTE) and that some vacant positions are unable to be filled due to HR policies ██████████████████
██████████████

3.4   We have set out the below findings in relation to the TASC Organisational Structure and their associated impact or risk to TASC.

Table 4: Findings in relation to TASC's Organisational structure

Item	Finding	Impact/Risk	Recommendation (Section 4)
1	Following discussions with stakeholders, it was identified that when team members from TASC are on leave, certain roles may go unfilled due to employment requirements and understaffing at TASC, resulting in an increased workload instead distributed to the remaining team members.	• Increased workload for TASC team members. • Risk that staff members become overworked and burnt out, and work is therefore impacted. • With specific tasks dependent on certain individuals, this can potentially delay the exam development	Recommendation 2

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[16] TASC Organisational Chart November 2024

Item	Finding	Impact/Risk	Recommendation (Section 4)
		process or lead to bottlenecks.	
2	██████████████████████ ████████ staff members have been re-assigned to new positions temporarily to support other team members within TASC. On occasion the team member who required support would leave TASC, resulting in the supporting staff member assuming these duties whilst their original position remained vacant. ██████████████████████ ██████████████████████ ██████████████████████ ████ (these positions do not fill existing positions but were created in recognition of more responsibilities/duties being undertaken). ██████████████████████ ████████████████	• Increased workload as TASC team members assume dual roles. • Strain in TASC employee's capacity to manage responsibilities effectively.	Recommendation 2
3	Work relating to the exam development process is currently done in addition to core duties. ████████████████████ many staff are often working overtime to develop exams in time for the exam period. This is shown in data provided by TASC which states to date in FY25, TASC sessional staff have been paid $87,531.74 in overtime[18] (includes 5 permanent staff and 43 clerical relief staff). For previous years, total overtime was $107,347.81 in FY24, $59,975.26 in FY23, $69,982.53 in FY22 and $79,384.15 in FY21. Whilst TASC has had an overall salary overspend for these years, overtime is not budgeted for by DECYP. The overspend in 2023-24 for salaries was $123,515.	• May lead to higher likelihood of errors and oversight as a consequence of rushed development. • Could result in increased staff burnout and decreased morale due to overtime demands, potentially impacting job satisfaction and leading to further staff exiting. • May hinder the ability to implement effective changes or improvements in the examination process, limiting scalability and adaptability.	Recommendation 2
4	TASC currently have limited time and resources. This prevents TASC from regularly reviewing policies and procedures or considering improvement opportunities and efficiencies within the exam development process.	• Stagnation and missed improvement opportunities for policies and procedures.	Recommendation 2

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[17] TASC Organisational Chart November 2025
[18] Overtime Data high level_April 2025

Item	Finding	Impact/Risk	Recommendation (Section 4)
5	DECYP are responsible for developing the curriculum in Tasmania. As a result, curriculum experts sit under DECYP and not TASC. Currently, DECYP employs ▉▉ curriculum experts across humanities, arts/english and STEM. It is our understanding that the curriculum experts within DECYP currently do not have the capacity to conduct additional exam checks on the exam development by TASC and play no part in the exam development process. They also do not hold the expertise across all 40 courses with written exams, therefore may not have the comprehensive knowledge to thoroughly review the technical accuracy across all associated courses. The absence of curriculum experts within TASC results in a reliance on Setting Examiners, Exam Critics and the Assessment Manager, to verify the technical accuracy of exams. When clarification is required by TASC, Setting Examiners and Exam Critics must be contacted to answer technical questions. TASC employees often do not have teaching experience, therefore may not have the technical knowledge or perceived authority to push back on changes requested by the Setting Examiner/Exam Critics (for example some people may say "you're not a teacher, you don't know the content"). This is a potential gap when compared to jurisdictions like NSW and VIC where curriculum experts sit within their state's assessment body and are involved throughout the exam development process and act as a point of expertise.	• Impacts TASC employees' ability to challenge changes suggested or denied by Setting Examiners and Exam Critics effectively. • May hinder the verification process for the technical accuracy of exams due to absence of curriculum experts within TASC. • Could compromise the overall quality of exam development due to reliance on Setting Examiners and Exam Critics ▉▉▉▉▉▉▉▉▉▉▉▉▉▉▉▉▉▉▉▉	Recommendation 3
6	There is a single person dependency risk at TASC in many areas: • TASC internal exam checks and proofreads are completed by ▉▉▉▉▉▉▉▉▉▉▉▉▉▉▉▉▉ outside of their existing responsibilities. While a ▉▉▉▉▉▉▉▉▉▉▉ they have no specialist knowledge of the technical course specific content on the exams. ▉▉▉▉▉▉▉▉▉▉▉▉▉▉▉ performs the TASC internal check for all exams, however, this is not the role that they were originally hired for, and this work is done in addition to core duties. They perform the TASC internal check for all exams. • ▉▉▉▉▉▉▉▉▉▉▉▉ is solely responsible for providing IT support in	• Increased risk of technical errors due to limited specialist knowledge during internal checks. • Potential delays in recruitment process and exam development process. • Operational inefficiencies and continuity risks from dependency on a few key individuals with exclusive knowledge of TASCs processes.	Recommendations 4 and 5

Item	Finding	Impact/Risk	Recommendation (Section 4)
	relation to the recruitment spreadsheet. Given the spreadsheet's role in the recruitment system, any unresolved problems in the spreadsheet could lead to delays in the recruitment process, subsequently impacting the exam development schedule. • The Assessment Team is made up of ██████████ who hold the knowledge around the entity's processes/procedures.	• Lack of defined role responsibilities for adhoc work.	

Exam development stages

3.5 We obtained the TASC Exam Development Timeline (refer to Exhibit 2), the TASC Setting Examiner and Exam Critics Handbook[19] and the 2024 Exam Progress Tracker[20] to understand the stages involved in the TASC exam development process. We then asked ████████████████████████████████ ████████ whether this was the process followed during the exam development process for the 2024 external examinations for Level 3 and 4 courses (refer to Appendix 3 for a summary of our understanding of the exam development Stages).

3.6 Our review looked at the TASC exam development process as a whole, whilst also looking at a sample of courses where errors occurred within the exam content in 2024. These courses are listed below[21]:

- Accounting (ACC315116)
- Biology (BIO315116 / BIO315124)
- Chemistry (CHM415115)
- Economics (ECN315116)
- English (ENG315117)
- Food and Nutrition (FDN315118)
- Physics (PHY415115)

3.7 Based on our observations and discussions with TASC, we noted there was insufficient resourcing at TASC considering the workload and quantum of exams to be developed each year. This resourcing issue creates a higher risk of potential errors in exam content development which can be compounded when there is insufficient training of exam Setters and Critics on TASC processes for exam development or critical time constraints. The insufficient resourcing leads to excessive pressure on time and on TASC staff which is likely to have been a contributing factor to the errors that were identified in the 2024 Exams.

Table 5: Exam Development timeline summary

Stage	Activity	Who
Prelim	Appointment of Setting Examiners and Exam Critics	TASC
0	Development of the first draft	Setting Examiner & TASC
1	First Draft	Setting Examiner, Exam Critics & TASC
2	Critic meeting	Setting Examiner, Exam Critics & TASC
3	Second draft	Setting Examiner, Exam Critics & TASC
4	Final Draft and Setting Examiner Sign-Off	Setting Examiner & TASC

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[19] TASC Setting Examiner and Exam Critic Handbook_2025
[20] 2024 Exam Progress Tracker
[21] 2022-2024 Setters and Critics for error courses

Stage	Activity	Who
5	TASC internal check	TASC
6	Deputy Director sign-off	TASC
7	Final Review and Printing	TASC & Setting Examiner

Preliminary stage: Appointment of Setting Examiners and Exam Critics

3.8   We set out below the findings in relation to the Appointment of the Setting Examiners and Exam Critics and their associated impact or risk to TASC.

Table 6: Findings in relation to the Preliminary stage: Appointment of Setting Examiners and Exam Critics

Item	Finding	Impact/Risk	Recommendation (Section 4)
7	▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮that the current application portal used by TASC for recruitment for the exam development process can be difficult to use and time-consuming. The full application process must be completed again each time an individual applies for a new role (including if applying to become a Setting Examiner/Exam Critic again in the next year). ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮that the current application process often "put people off" applying, and ▮▮▮▮▮▮▮▮▮▮▮▮▮ ▮▮▮▮▮▮aware of qualified individuals who did not apply due to the "hassle" of doing so.	• Discourages individuals from applying to be a Setting Examiner and/or Exam Critic. • Leads to a smaller pool of applicants to choose from. • May lead to qualified applicants not applying.	Recommendation 6
8	TASC have only been able to utilise the DECYP recruitment system which is reportedly not suitable to TASC's needs. Currently, an excel spreadsheet is used to keep track of recruitment of exam staff including Setting Examiner/Exam Critics/markers. ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮this spreadsheet does not meet TASC's requirements.	• Recruitment process taking longer than necessary, delaying the start of the exam development process. • If spreadsheet were to malfunction or break and could not be fixed, it could lead to data loss, disrupted recruitment processes and potential delays in the exam development process.	Recommendation 6
9	There is an insufficient number of individuals applying to be Setting Examiners/Exam Critics. As a result, TASC often must directly reach out to individuals to ask them to participate in the process. Due to the insufficient number of Setting Examiners/Exam Critics, TASC often find it very difficult to replace roles when a Setting Examiner/Critic needs to step way mid-way through the process or to turn candidates away if their performance is	• Restricts TASC's ability to choose a suitably qualified individual. • May lead to delays in the exam development process. • May lead to unsuitable Setting Examiners/Exam Critics	Recommendation 7

Item	Finding	Impact/Risk	Recommendation (Section 4)
	unsatisfactory or has been unsatisfactory in a prior year.	continuing in the role despite errors. • May increase the risk of/lead to errors in exams. • Exam Critics being appointed may not have the appropriate level of knowledge/expertise.	
10	The limited number of individuals applying to become Setting Examiners/Exam Critics makes it difficult to form a diverse and varied team of critics and setters that includes different gendered representatives from the tertiary and non-government sectors. ██████████████ could be beneficial for the exam committee to have gender balance, have representatives from DECYP and the non-government sector, include at least one person with a tertiary education background and to have someone who has taught the course in Tasmanian schools within the last three years (but who is not teaching the course in the year they are a Setting Examiner/Exam Critic).	• May lead to a lack of diverse thought and opinions in the development in exams and within exam content.	Recommendation 7
11	Remuneration for Setting Examiners and Exam Critics is ████████████████ ████ low relative to the work they perform. We understand that TASC cannot pay them more than what TASC Fee Regulations state, however, our review identified the Tasmanian remuneration levels as some of the lowest nationally for exam development personnel, a factor which likely affects TASC's ability to attract many candidates and provide sufficient remuneration to existing staff for the work they are expected to produce. ████████████████████ ████████████████████ does not provide much incentive for Setting Examiners/Exam Critics to apply for roles or meet deadlines.	• Failure to attract qualified candidates. • Setting Examiners/Exam Critics are disincentivised from meeting deadlines and prioritising TASC work.	Recommendation 7
12	████████████████ no formal training is provided to Setting Examiners and Exam Critics on the exam development process (in addition to that provided within the Setting Examiner and Exam Critic Handbook[22]).	• Lack of understanding of exam development process, especially for new Setting Examiners/Exam Critics. • Setting Examiners and Exam Critics may be unclear on the	Recommendation 8

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[22] TASC Setting Examiner and Exam Critic Handbook_2025

Item	Finding	Impact/Risk	Recommendation (Section 4)
	███████ Setting Examiners and Exam Critics are seen as "an expert in the field". Whilst we understand that Setting Examiners and Exam Critics have the technical expertise to write the exams, they may have never assisted in preparing an exam for TASC before and it would be advantageous if training was provided so all participants have the same understanding of expectations and processes.	expectations of their role and timelines that need to be followed.	
13	TASC recruitment is limited to Tasmania due to DECYP regulation requirements that requires applicants to hold a current Tasmanian Registration to Work with Vulnerable People and where feasible, a minimum of five years' experience in the relevant course area. Due to this they are unable to recruit or request any assistance from outside the state.	• TASC are unable to tap into additional resources that would increase the diversity and knowledge within the exam development teams. • TASC may not be able to find enough Setting Examiners/Exam Critics to create exams for certain courses.	Recommendation 9
14	According to the TASC Exam Development Timeline[23], the first draft review occurs in April, meaning that Setting Examiners and Exam Critics would need to have been hired by this time. A review of the 2024 Exam Progress Tracker[24] was conducted and our findings are outlined in Table 7 below. The delays mentioned above may have been a contributing factor towards the errors that occurred in these exams.	• Potential delays in the exam development process. • Work is rushed leading to more errors on exams.	Recommendation 10, 11 and 16

Table 7: Timing of the appointment of Setting Examiners and Exam Critics

Course	Date employment email sent to Setting Examiners/ Exam Critics
Accounting	• Exam Critic 1 – 01/05/2024 • Exam Critic 2 – 08/04/2024 • Setting Examiner – 22/03/2024
Biology	• Exam Critic 1 – 25/03/2024 • Exam Critic 2 – Position not filled • Setting Examiner – 20/02/2024
Chemistry	• Exam Critic 1 – 25/03/2024 • Exam Critic 2 – 27/02/2024 • Setting Examiner – Not stated
Economics	• Exam Critic 1 – 1/05/2024 • Exam Critic 2 – Not stated • Setting Examiner – 05/04/2024
English	• Exam Critic 1 – 26/02/2024 • Exam Critic 2 – 09/01/2024 • Setting Examiner – 19/12/2023

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[23] TASC Exam Development Timeline
[24] 2024 Exam Progress Tracker – 1. Assess. Employed date email sent

Course	Date employment email sent to Setting Examiners/ Exam Critics
Food and Nutrition	• Exam Critic 1 – 05/04/2024 • Exam Critic 2 – 25/03/2024 • Setting Examiner – 23/02/2024
Physics	• Exam Critic 1 – Not stated • Exam Critic 2 – 25/03/2024 • Setting Examiner – Setting Examiner not included in the data

Stage 0: Development of the first draft

3.9   We set out below the findings in relation to Stage 0: Development of the first draft of the exam and their associated impact or risk to TASC.

Table 8: Findings in relation to Stage 0: Development of the first draft

Item	Finding	Impact/Risk	Recommendation (Section 4)
15	Setting Examiners are provided with a copy of the External Assessment Specifications (EAS) specific to the course they are setting for when preparing external assessments. The EAS are TASC issued documents which describe the requirements that must be met by Setting Examiners and Exam Critics in the preparation of an external assessment. They provide guidance on the structure, content, and assessment methods for written exams. The Setting Examiner receives a link within an email with the subject line "Instructions and resources for setting the 2024 Written Exam Paper"[25], which directs them to the relevant course page on the official TASC website, where they can then locate the EAS from a list of approximately 20 supporting course documents. We understand that TASC also provides a hard copy version of the EAS when the first draft is sent out to the Setting Examiners and Exam Critics. Despite receiving these versions of the EAS, ████████████████████ there may have been other exams that did not adhere to the EAS for given courses outside of our scope.	• Examinations and their content may not meet the requirements set out in the EAS. • Students/teachers for courses may realise that EAS have not been met, giving them a basis to submit formal complaints.	Recommendation 12
16	████████████████████ first drafts submitted by Setting Examiners were provided in varying formats and templates. This was also seen during our review of original drafts provided by the Setting Examiner. Some drafts were provided in a word document[26] while other exams were provided in an exam template[27]. This is counter to the instruction in the Instructions and resources for setting the	• Additional work is required from TASC personnel to format questions correctly, increasing their workload. • Use of incorrect templates and formats indicates that staff may not be reading or following instructions,	Recommendation 13

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[25] Instructions and resources for setting the 2024 Written Exam Paper_Redacted
[26] Refer to Appendix 1, Items 112, 217, 289, 237
[27] Refer to Appendix 1, Items 165, 166, 167, 168, 169, 253, 254, 255, 256, 257, 258

Item	Finding	Impact/Risk	Recommendation (Section 4)
	2024 Written Exam Paper email, which states that the Setting Examiner must provide their first draft "using a simple word document". We were informed that this is due to the lack of understanding by Setting Examiners in using the current Microsoft Word exam template, which uses text styles to apply formatting.	accidentally or intentionally.	
17	▮▮▮▮▮▮▮▮▮▮▮▮▮▮ only having one individual responsible for designing the original exam makes the process more difficult and prevents Setting Examiners from obtaining any corroboration or second opinions on the assessment questions they have designed, before they are submitted to TASC. The Setting Examiner is also unable to reach out to any technical expert within TASC for advice/feedback on exam questions.	• Potential for errors in the first draft. • Reduces the diversity in thinking in designing the original questions. • Limits the opportunity for Setter Examiners to confer with other technical experts.	Recommendation 14
18	According to the TASC Exam Development Timeline[28], the first draft review occurs in April, meaning that Setting Examiners and Exam Critics would need to have been hired by this time. A review of the Exam Progress Tracker[29] was conducted and our findings are outlined in Table 9 below. The delays mentioned above may have been a contributing factor towards the errors that occurred in these exams.	• Late submission of drafts impacts downstream delivery and timings, potentially leading to erroneous exams.	Recommendation 10, 11 and 16

Table 9: Timing of the development of the first draft

Course	Date original exam paper received from Setting Examiner
Accounting	• 03/05/2024
Biology	• 23/04/2024
Chemistry	• 01/05/2024
Economics	• 17/05/2024
English	• 07/03/2024
Food and Nutrition	• 13/05/2024
Physics	• Not stated

Stage 1: First Draft

3.10   We set out the below findings in relation to Stage 1: First draft review and their associated impact or risk to TASC.

Table 10: Findings in relation to Stage 1: First draft review

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[28] TASC Exam Development Timeline
[29] 2024 Exam Progress Tracker

Item	Finding	Impact/Risk	Recommendation (Section 4)
19	It is standard practice to have two Exam Critics appointed for each course, however, the 2024 Biology exam development process only involved one Setting Examiner and one Exam Critic. TASC were unable to appoint a second Exam Critic to the Biology course due to insufficient applicants, however TASC sought feedback from ██████████████████████ during the second draft review to ensure a third person reviewed the exam paper before the final draft. The original ██████████████████████ ████ had to withdraw due to teaching duties after drafting the exam, and consequently TASC appointed a new person into the Setting Examiner role after the first draft had been submitted. One of the Exam Critics completed the final sign off instead of a Setting Examiner (the Setting Examiner usually performs this sign off). In both cases, errors were found in the exams for Biology and Physics which may correlate with the smaller exam development team for these courses. It's unclear what TASC's procedure is when a Setting Examiner or Exam Critic have to step down from their role in order to return to a teaching post mid-way through the exam development process.	• The ████████████, ████████████ proceeded to teach the relevant course for the year, potentially creating a real or perceived conflict of interest. • Reduced quality assurance during the development process and a reduced diversity of thinking in reviewing questions.	Recommendation 15
20	In numerous instances[30] Exam Critics and Setting Examiners did not correctly complete the Exam Paper Feedback Form[31] when undertaking the first draft review. ████████████████████████some instances Exam Critics do not complete the form at all, use outdated or obsolete versions of the form, or do not test that the exam can be completed in the required time.	• Straying from established procedures reduces the effectiveness of the quality assurance process. • TASC staff spend additional time following up sessional staff for paperwork instead of adding meaningful value.	Recommendation 13
21	According to the TASC Exam Development Timeline[32], the first draft review should be completed before the Critics Meeting which occurs in May – July. A review of the 2024 Exam Progress Tracker[33] was conducted and our findings are outlined in Table 11 below.	• Missing the prescribed timeline milestones can delay exam development, potentially causing inaccuracies in the process.	Recommendation 10, 11 and 16

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[30] Refer to Appendix 1, Items 61, 128, 300, 302, 342,
[31] 2025 Critic FIRST DRAFT Review Booklet
[32] TASC Exam Development Timeline
[33] 2024 Exam Progress Tracker

Item	Finding	Impact/Risk	Recommendation (Section 4)
	The delays mentioned above may have been a contributing factor towards the errors that occurred in these exams.		

Table 11: Timing of the first draft review

Course	Dates of critic meeting and return of first draft
Accounting	• Critic Meeting – 28/05/2024 • Exam Critic 1 – Draft returned on 28/05/2024 • Exam Critic 2 – Draft returned on 4/06/2024 • Setting Examiner – Draft returned on 4/06/2024
Biology	• Critic Meeting – 30/05/2024 • Exam Critic 1 – Draft returned on 4/06/2024 • Exam Critic 2 – Position not filled • Setting Examiner – Draft returned 14/06/2024
Chemistry	• Critic Meeting – 24/06/2024 • Exam Critic 1 – Draft returned 26/07/2024 • Exam Critic 2 – Draft returned 02/08/2024 • Setting Examiner – Draft returned 03/07/2024/Online
Economics	• Critic Meeting – 30/05/2024 • Exam Critic 1 – Draft returned 30/05/2024 • Exam Critic 2 – Not provided • Setting Examiner – Draft returned 30/05/2024
English	• Critic Meeting – 27/03/2024 • Exam Critic 1 – Draft returned 27/03/2024 • Exam Critic 2 – Draft returned 27/03/2024 • Setting Examiner – Draft returned 27/03/2024
Food and Nutrition	• Critic Meeting – 24/07/2024 • Exam Critic 1 – Draft returned 29/08/2024 • Exam Critic 2 – Draft returned 30/08/2024 • Setting Examiner – Not provided
Physics	• Critic Meeting – 02/07/2024 • Exam Critic 1 – Draft returned 19/07/2024 • Exam Critic 2 – Draft returned 19/07/2024 • Setting Examiner – Setting Examiner not included in the data

Stage 2: Critic Meeting

3.11 We set out the below findings in relation to Stage 2: Critics Meeting and their associated impact or risk to TASC.

Table 12: Findings in relation to Stage 2: Critics Meeting

Item	Finding	Impact/Risk	Recommendation (Section 4)
22	▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ Setting Examiners have the final say regarding which changes are incorporated into the next draft although they are expected to provide justification as to why they have/have not accepted changes. This justification is not recorded formally and is often provided verbally or via an MS teams chat. ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ most participants in the Critic Meeting (Setting Examiner/Exam Critics) are respectful of other opinions and are able to compromise and work out the best outcome for the exam.	• High reliance on the judgement and technical expertise of the Setting Examiner. • Lack of audit trail/documentation on why decisions are being made throughout the process.	It is noted that TASC are trialling a new method this year, requiring Setting Examiners to document the reasons for accepting or rejecting proposed changes. We agree with this practice and note it would have been included as part of our recommendations

Item	Finding	Impact/Risk	Recommendation (Section 4)
			if not already proceeding.
23	████████████████████ previous TASC procedure has been to have a TASC staff member in the room during the critic meeting to apply changes live. The current procedure is for the Exam Critics and Setting Examiner to note down required changes in a list to be given to TASC. ████ ████████████████ this may be a reason for changes not being correctly applied to exam papers. ████████████████████████ having TASC representative attending the meeting in person was the single most effective way to make updates efficiently without errors.	• There is a risk that changes made by the exam development team are not correctly interpreted or applied by TASC. • Leads to more time spent on development, pushing back the exam development timeline and increasing the workload for setters, critics and TASC staff members.	Recommendation 17 and 18
24	According to the 2024 Exam Progress Tracker[34], all critics meetings for the affected exams in 2024 were undertaken in line with the Exam Development Timeline[35].	• N/A	Recommendation 10, 11 and 16

Stage 3: Second Draft

3.12 We set out the below findings in relation to Stage 3: Second draft review and their associated impact or risk to TASC.

Table 13: Findings in relation to Stage 3: Second draft review

Item	Finding	Impact/Risk	Recommendation (Section 4)
25	████████████ during document review, we identified that in some instances changes recommended by Exam Critics in the Critic Meeting were not found in the second draft. As a result, the exam development process required additional review stages. As observed in the exam development process ████████████████ instead of the usual two draft exams, three draft exams were needed to address all issues, leading to a slowdown and delays in the overall exam development timeline. At some stages errors were picked up by Exam Critics but were not implemented into the final exam (refer to Table 23).	• Additional redrafts unnecessarily extend the timeline for exam development. • Increases the workload for setters, critics and TASC personnel.	Recommendation 17 and 18
26	████████████████████████ ████████████ they did not have access to earlier versions of the exams whilst reviewing the second draft making it difficult to verify if the suggested changes were incorporated into the new draft.	• Increases the workload for setters and critics and makes verifying that changes have been made more difficult.	Recommendation 19 and 20

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[34] 2024 Exam Progress Tracker
[35] TASC Exam Development Timeline

Item	Finding	Impact/Risk	Recommendation (Section 4)
		• Reduces the ability of the setters and critics to perform quality assurance on the development process.	
27	███████████████████████ that it would be beneficial if a second Critics Meeting was held so that the changes made to the second draft can be reviewed together. Currently this does not occur.	• Lack of opportunity for errors to be picked up as less eyes on second draft of exam paper.	Recommendation 21
28	According to the TASC Exam Development Timeline[36] and Setting Examiner and Exam Critic Handbook[37], the second draft of the exam is reviewed and returned to TASC within two weeks of receipt and no later than the third week in July (specific dates are determined and advised by TASC each year). A review of the 2024 Exam Progress Tracker[38] was conducted and our findings are outlined in Table 14 below. The delays above may have been a contributing factor towards the errors that occurred in these exams.	• More time pressure on later stages of the exam development process.	Recommendation 10, 11 and 16

Table 14: Timing of second draft review

Course	Date of return of second draft
Accounting	• Exam Critic 1 – 20/08/2024 • Exam Critic 2 – 20/06/2024 • Setting Examiner – 26/06/2024
Biology	• Exam Critic 1 – 17/06/2024 • Exam Critic 2 – Position not filled • Setting Examiner – 14/06/2024
Chemistry	• Exam Critic 1 – 26/07/2024 • Exam Critic 2 – 02/08/2024 • Setting Examiner - Online
Economics	• Exam Critic 1 – 05/09/2024 • Exam Critic 2 – Not provided • Setting Examiner – Not provided
English	• Exam Critic 1 – 10/04/2024 • Exam Critic 2 – 22/04/2024 • Setting Examiner – 08/04/2024
Food and Nutrition	• Exam Critic 1 – 29/08/2024 • Exam Critic 2 – 30/08/2024 • Setting Examiner – Not provided
Physics	• Exam Critic 1 – 13/08/2024 • Exam Critic 2 – 19/07/2024

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[36] TASC Exam Development Timeline
[37] TASC Setting Examiner and Exam Critic Handbook_2025
[38] 2024 Exam Progress Tracker

3.13 We set out the below findings in relation to Stage 4: Final draft review and their associated impact or risk to TASC.

Table 15: Findings in relation to Stage 4: Final draft review

Item	Finding	Impact/Risk	Recommendation (Section 4)
29	Currently there is no final check by the Setting Examiner or Exam Critic who would sit the exam as a student to check that the updated questions and formatting are satisfactory after all revisions.	• Errors in questions or formatting may go unnoticed. • Time required for students to complete the exam may change and misalign with intended timing.	Recommendation 22
30	During our document review we identified that a final approval by Setting Examiner sign off sheet was not provided for the English Exam.	• Lack of supporting documentation/audit trail that appropriate check has occurred.	Recommendation 23
31	According to the TASC Exam Development Timeline[39], the Setting Examiner should review and approve the final draft in July (although specific dates are determined and advised by TASC each year). A review of the 2024 Exam Progress Tracker[40] was conducted and our findings are outlined in Table 16 below. The delays mentioned above may have been a contributing factor towards the errors that occurred in these exams.	• More time pressure on later stages of the exam development process.	Recommendation 10, 11 and 16

Table 16: Timing of setting examiner final sign-off meeting

Course	Date of return of setting examiner final sign-off meeting
Accounting	26/08/2024
Biology	23/07/2024
Chemistry	23/08/2024
Economics	24/09/2024
English	03/05/2024
Food and Nutrition	11/09/2024
Physics	23/08/2024

Stage 5: TASC internal check

3.14 We set out the below findings in relation to Stage 5: TASC internal check and their associated impact or risk to TASC.

Table 17: Findings in relation to Stage 5: TASC internal check

Item	Finding	Impact/Risk	Recommendation (Section 4)
32	██████████████████████████ that whilst many exams are of good quality when	• Chances of errors occurring in exams increases where the	Recommendation 24, 25 and 26

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[39] TASC Exam Development Timeline
[40] 2024 Exam Progress Tracker

Item	Finding	Impact/Risk	Recommendation (Section 4)
	received and only require small improvements, several exams come to them at a level they wouldn't classify as a final draft. ████████████████ finds that these exams have poor sentence structure, poor grammar, copyright issues etc. There appears to be a lack of early intervention and these issues should be picked up by Setting Examiners and Exam Critics earlier in the process. We consider that some of these issues may be picked up when reviewing in Word using grammar and spell check, rather than physical hard copy. ████████████████ a copy editor could be employed at TASC to check for clarity and adherence to TASC guidelines. It was suggested that the copy editor and Setting Examiner could have an in-person/online meeting before the Setting Examiner signs off on the exam for printing to help reduce errors.	TASC Internal Check is still picking up on significant errors so late in the development process.	
33	██████████████████████████that they currently mark up the exams on a hard copy with pen. They stated that whilst this works well for exams that are in good condition it may be helpful to mark up more poorly developed exams in a digital format.	• Chance that changes are not implemented correctly in next version of exam.	Recommendation 27
34	The TASC Internal Check is not referred to in the TASC Exam Development Timeline[41] or the TASC Setting Examiner and Exam Critic Handbook[42]. It is referred to in the 2024 Exam Progress Checker[43] which states the internal check occurs after the Setting Examiner final sign-off meeting.	• Lack of documentation/audit trail around processes/checks that occur in the exam development process at TASC.	Recommendation 28
35	████████████████████ is not a Subject Matter Expert (SME) in regard to the content but is sometimes able to find errors in technical content. ████████████████ raised concerns that if they can pick up errors at that level whilst not being a technical expert, there may be additional deeper level errors they are not aware of or capable of picking up (especially for more complex courses), and this can cause additional pressure, despite not being their area of expertise. ████████████████████ noted that	• Risk that errors involving the technical content on exams still exist after the final sign off by Setting Examiners and Exam Critics and that they're not picked up before exams are provided to students.	Recommendation 3, 5, 24, 25 and 26

[41] TASC Exam Development Timeline
[42] TASC Setting Examiner and Exam Critic Handbook_2025
[43] 2024 Exam Progress Tracker

Item	Finding	Impact/Risk	Recommendation (Section 4)
	performing the TASC internal check for all exams involves time pressures and is a large workload as they must complete the task for all courses, alongside their other responsibilities.		

3.15 We set out the below findings in relation to Stage 6: Deputy Director sign-off and their associated impact or risk to TASC.

Table 18: Findings in relation to Stage 6: Deputy Director sign-off

Item	Finding	Impact/Risk	Recommendation (Section 4)
36	The document titled 'ECN315116 Program Officer Check[44]' in the folder 'DD check copies' for Economics does not have a signature of approval from the Deputy Director. This appears to align with the missing date for 'Deputy Director check complete' in the 2024 Exam Progress Tracker mentioned below. We understand that an exam must have proceeded through the existing process of development and setting to receive approval from the Deputy Director.	• Lack of supporting documentation/audit trail that appropriate check has occurred.	Recommendation 29
37	According to the TASC Exam Development Timeline[45], the Deputy Director approval should occur in July. This conflicts with the TASC Setting Examiner and Exam Critic Handbook[46] which states the approved final draft of the exam should be returned to TASC for Executive Officer approval by the end of August (although specific dates are determined and advised by TASC each year). We were advised that the Deputy Director Check should occur as late as possible in the process to ensure the exam papers are ready to print. A review of the 2024 Exam Progress Tracker[47] was conducted and our fundings are outlined in Table 19 below. The delays mentioned above may have been a contributing factor towards the errors that occurred in these exams.	• More time pressure on later stages of the exam development process and delays where corrections or reformatting may be required or discussion with Setters necessary.	Recommendation 10, 11 and 16 and 30

Table 19: Timing of the Deputy Director check

Course	Date of deputy director check
Accounting	27/09/2024
Biology	27/08/2024
Chemistry	26/09/2024

[44] ECN315116 Program Officer Check
[45] TASC Exam Development Timeline
[46] TASC Setting Examiner and Exam Critic Handbook_2025
[47] 2024 Exam Progress Tracker

Course	Date of deputy director check
Economics	Not provided
English	05/08/2024
Food and Nutrition	29/09/2024
Physics	29/09/2024

Stage 7: Final Review and Printing

3.16   We set out the below findings in relation to Stage 7: Final Review and Printing and their associated impact or risk to TASC.

Table 20: Findings in relation to Stage 7: Final Review and Printing

Item	Finding	Impact/Risk	Recommendation (Section 4)
38	███████████████████ currently Exam Critics are not involved in the final review/print proof review. ████████████████ it would be beneficial if the Setting Examiner, Exam Critics and a TASC Officer could meet in person during this stage to review the final printed version together before signing off for printing.	• Lack of opportunity for errors to be picked up as less eyes on final exam paper.	Recommendation 31
39	An error occurred in the English exam where the cover of the exam paper incorrectly listed 45 minutes working time per section when the correct time should have been 60 minutes. The error appears to have first occurred in the print proof dated 12 August 2024 where it has changed from 60 minutes to 45 minutes[48]. ████████████████████ confusion as to why changes were being made to exams after the final sign off by Setting Examiners.	• Last minute changes made after the final review by the Setter increases the chances of errors occurring that are not picked up before printing.	Recommendation 32
40	According to the TASC Exam Development Timeline[49] and the Setting Examiners & Exam Critics Handbook[50], a proof of the exam should be approved for printing by September (although specific dates are determined and advised by TASC each year). A review of the 2024 Exam Progress Tracker[51] was conducted and our findings are outlined in Table 21 below. The delays mentioned above may have been a contributing factor towards the errors that occurred in these exams.	• Print proof reviews and printing processes are rushed leading to errors.	Recommendation 10, 11 and 16

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[48] ENG315117 Print Proof 12th August 2024
[49] TASC Exam Development Timeline
[50] TASC Setting Examiner and Exam Critic Handbook_2025
[51] 2024 Exam Progress Tracker

Table 21: Timing of the Final Review and Printing

Course	Date of Print Proof checked by Setting Examiner/Exam Critic
Accounting	01/10/2024
Biology	01/09/2024
Chemistry	03/10/2024
Economics	10/10/2024
English	08/08/2024
Food and Nutrition	10/10/2024
Physics	08/10/2024

General Findings

Collaboration

3.17   During our review, we found that ███████████████████ highlighted that the exam development process lacked collaboration and the opportunity to consult with other technical experts as an issue with the exam development process (Finding 41). ██████████████████ gap slowed down the process and caused a lack of diverse opinions in the exam (refer to Recommendation 14).

Estimated Exam Completion Times

3.18   According to the guidelines in the First and Second Draft Critics Exam Paper Feedback checklist, the First Draft Setting Examiners Feedback checklist and the Setting Examiner and Exam Critic handbooks[52], it is mandatory to "complete the draft exam paper and record the time taken to produce acceptable answers". However, our review found that Setting Examiners and Exam Critics often did not provide the completion time and estimates for questions or sections (Finding 42). This highlights a gap between TASC's prescribed procedures and actual practice, suggesting a need for reinforced training as outlined in recommendation 8.

Examiner Reports

3.19   We were informed that Examiner Reports are broken into four sections (finding 43) including:

   a)   A report created for teachers and students (Compulsory)[53].

   b)   A report with feedback for Setting Examiners and Exam Critics from the Marking Coordinator[54].

   c)   A report with feedback for TASC[55].

   d)   A report with feedback to inform Examination Specifications[56].

3.20   Of the sample of courses reviewed (as outlined in 3.6), we identified the following gaps in the reports produced[57] (refer to Recommendation 33):

Table 22: Completed Examiner's Reports for each course

Course	Feedback for Teachers and Students	Feedback for Setting Examiners and Exam Critics	Feedback for TASC	Exam Specification Feedback
Accounting (ACC315116)	✓	✓	✗	✓
Biology (BIO315116/BIO315124)	✓	✓	✓	✓
Chemistry (CHM415115)	✓	✓	✗	✓
Economics (ECN315116)	✓	✓	✗	✗

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[52] 2025 Critic FIRST DRAFT Review Booklet, 2025 Setter FIRST DRAFT Review Booklet, 2025 Critic SECOND DRAFT Review Booklet, TASC Setting Examiner and Exam Critic Handbook_2025
[53] Refer to Appendix 1, Items 44, 45, 46, 47, 48, 49 and 50
[54] Refer to Appendix 1, Items 407, 408, 409, 410, 411, 412 and 414
[55] Refer to Appendix 1, Item 414
[56] Refer to Appendix 1, Items 403, 404, 405 and 406.
[57] Currently, the only Examiner Report that is compulsory to produce is the one for teachers and students.

Course	Feedback for Teachers and Students	Feedback for Setting Examiners and Exam Critics	Feedback for TASC	Exam Specification Feedback
English (ENG315117)	✓	✓	✗	✗
Food and Nutrition (FDN315118)	✓	✓	✗	✓
Physics (PHY415115)	✓	✓	✗	✗

Marking Guide

3.21 Whilst the marking guide is not directly linked to the scope of our review, we have identified:

a) While Setting Examiners create a marking guide, there is often limited to no communication with Marking Coordinators. This disconnect can lead to Marking Coordinators making adjustments during the marking period which can extend the marking process (finding 44).

Exam Security

3.22 Whilst Exam Security is not directly linked to the scope of our review, we have identified the following shortcomings in exam security that may compromise the exam development process:

a) During the review period, Setters and Critics often take their own notes or in some cases photographs of the exam with their mark ups in order to track the changes and see what comments/changes they had previously requested. There is then a security risk for them to retain these/a risk that these could be leaked or shared outside of the TASC environment in some way (finding 45).

b) We consider the current office arrangement for the TASC Assessment Team poses a potential security risk, especially during live exams. The proximity to individuals outside the TASC Assessment Team (Finding 46) could increase the likelihood of exam content being inadvertently or deliberately leaked, which could lead to significant reputational damage and media attention for both TASC and DECYP. We note the TASC floor requires a swipe card to access. Although we note this issue is technically out of scope of our engagement, we note it's crucial to address these concerns proactively (refer to Recommendation 34).

Mitigation actions taken by TASC and analysis of errors

3.23 TASC utilises an exam paper error process flowchart[58] to outline how errors are dealt with during exam time. This document was originally created by ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ but is used by the Assessment Team to manage TASC's response to errors in exams. Refer to Exhibit 1 for this flowchart.

Prior to Exams

3.24 Students are provided with information via the TASC website[59] and in the student exam guide[60] around how to respond if they think there is an error and how markers assess responses if an error is identified. This information is publicly available on the TASC website ▮▮▮▮▮▮▮▮▮ we were informed it's also provided to students through teachers.

During exams

3.25 Once a potential error is identified, the Exam Supervisor Coordinator notifies the Assessment Team via mobile based on feedback received from students currently sitting the exam. The Assessment Team will then contact the Setting Examiner for confirmation of the error and for a recommendation of how best to advise students to proceed in answering the question. The Assessment Team will send an SMS and email to all Email Supervisor Coordinators to alert them of the potential error under investigation. No exam room announcement is required but students who raise the error will be advised to proceed with

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[58] Exam paper error process flowchart
[59] Written Exams – How to answer exam questions and understand exam marking – student information
[60] 2024-Student-Exam-Guide_TASC_FINAL_WEB

the remainder of the exam. ████████████████████████████████ Exam Supervisors are taken through a training process on what to do if potential errors/errors are identified.

3.26 Once the error has been confirmed, the Deputy Director will determine whether it's an inconsequential error (not requiring an exam announcement which includes any errors identified after the first hour of the exam) or a confirmed significant error (requiring an exam announcement). Instructions are then sent using the appropriate email template (MSG2.1 or MSG2.2)[61] to all Exam Supervisor Coordinators. The Assessment team also sends an SMS to all Exam Supervisor Coordinators to alert them of instructions and actions to take.

Post Exams

3.27 The Deputy Director will then notify the Director Education Regulation and discuss which stakeholders will need to be notified (e.g. the Minister's Office[62], School sector heads, AEU, Principals and TLOs)[63]. The Strategy and Engagement Manager will notify DECYP Media and the Communications Unit and prepare to answer media enquiries. The Program Officer – Assessment will make initial contact with the Marking Coordinator to advise of the error and need to work with TASC to develop a marking approach.

3.28 ██ drafted communications in advance to prepare for any errors that arose in the 2024 Exams due to recent media around the errors that have occurred in the VCAA examinations in recent years. They then provided these communications to the Deputy Director for their approval[64].

3.29 The Assessment Team record the error and its impact on students in the External Assessment Issues Register[65] and the Exam Supervisor Coordinators will advise the Assessment Team of any issues/delays in providing the instructions to students and/or significant student concerns. TASC takes the errors and impact on students into account as part of the development of the marking process and inform the approach to inspections that refer to the impact of an exam error.

3.30 When marking begins, the Program Officer - Assessment will advise the Marking Coordinator of any issues at particular exam centres and support them to develop a marking approach (including considering approaches used in previous years to check for consistency with the recommended marking strategy presented to the Deputy Director for approval). The Deputy Director will approve the marking approach provided for clearance by the Assessment Program Officer. The Marking Coordinator will then advise Markers of the marking approach to apply and markers will mark the exam papers using this approach. Marking Coordinators are to conduct spot checks of exam papers to check that the marking approach has been correctly applied.

3.31 In previous years, TASC has addressed exam errors by accepting a wider range of answers from students or disregarding problematic questions in marking to mitigate the effect of errors on students. However, it has been raised that this approach may dilute the intended meaning and difficulty of questions, potentially resulting in student's not being appropriately assessed on their performance.

3.32 TASC and DECYP have an agreement in place whereby DECYP provides analytics support to TASC throughout the year. In response to the 2024 Exam errors, TASC with the support of the Data, Systems and Insights (DSI) team at DECYP, implemented additional analytic procedures to compare internal and external examination results, aiming to detect any anomalies that may have arisen from the errors.

3.33 We conducted an analysis of the errors within the exam content in 2024 to determine how these errors may have occurred. Our analysis is outlined in table 23 below.

Table 23: Analysis of errors

Course	Confirmed Error	In-exam response	Analysis
Chemistry	Typographical error in Question 4c on page 8:	Identified prior to exam starting. Supervisors	• Error first occurs in the second draft, after the

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[61] Exam paper error notification – Draft Supervisor Correspondence
[62] EDUCATION – BRIEFING NOTE – TASC – Addressing Exam Errors – UPDATE – (MN49480)
[63] Exam Paper Errors – Emailed Information for Schools
[64] 2024 exam errors response – TASC webpage initial content
[65] Copy of TASC 2024 External Assessment Period Issues Register_Derwent

Course	Confirmed Error	In-exam response	Analysis
	'acidied' is written instead of 'acidified'.	notified all students and had written correction on the board at start of exam.	addition of the word 'acidified' was implemented post critic meeting. • The typographical error occurred twice within the question, with only the first instance getting picked up during the second draft critic review.
	Numerical data error in Question 7d on page 5: number in the second last cell of the last column say 614, not 839. Error confirmed but will not impact students' responses to questions asked about the data.	SMS communication to all relevant Coordinators, error and correction written on board during exam without disturbing students. Students asking also had error and correction verbally confirmed.	• The affected table went through approximately 4 changes throughout the development process. • The error first appears in the second draft after changes were made to the information within the table. • Issue is not picked up during reviews. • It is likely that this error would have been discovered if an individual had re-sat the exam as if they were a student during phase 7 of the exam development process.
English	Inconsistency in recommended working time in one location: Cover of exam paper incorrectly lists 45 minutes working time per section. The instructions within the booklet and written by Supervisors on the whiteboard correctly lists 60 minutes working time per for section.	SMS communication to all relevant Coordinators, instructed to advise students of correct recommended working time if raised. Standard exam instructions provided to students in each exam room prior to commencing an exam would outline 60 minutes for each section.	• Working time amount was correct until the Print Proof dated 12/08/24 where it changed from 60 minutes to 45 minutes.
	Typographical error in text list item 6 on page 10: 'Rita Hayward' should be 'Rita Hayworth'.	Confirmed typographical error with one school that raised it. No impact/further actions required.	• Error appears to have occurred between the TASC Internal Check and the Deputy Director Check. • TASC Internal Check states 'Rita Hayworth' whereas version provided to Deputy Director has 'Rita Hayward'.
Food & Nutrition	Information error in Question 8b (page 8) and g (page 9): required data on energy intake insufficiently clear in stimulus material.	SMS communication to all relevant Coordinators, advise students that it would be dealt with in marking but all other items in Q8 can be answered with supplied data.	• Error was present from Setting Examiner's first draft of the exam. • One Exam Critic identified that the necessary information was missing, however recommendations from the critic were not

Course	Confirmed Error	In-exam response	Analysis
			incorporated into the subsequent versions of exam.
Physics	Numerical data error in Question 12 on page 12: Question states the charges are placed 10cm apart as shown in the diagram, should be 7cm instead of 10cm.	SMS communication to all relevant Coordinators, error and correction written on board and announced. Students will still get the right answer if they use either number in their workings.	• Question is correct in Draft 1, 2 and 3. • Mistake appears to have occurred between Draft 3 and the Final Check. It is likely that this error would have been discovered if an individual had re-sat the exam as if they were a student during phase 7 of the exam development process.
Physics	Figure numbering error in Question 11c on page 11: references Figure 11 when it should reference Figure 10.	Error identified near end of exam time; issue will be addressed with an appropriate marking response based on how students responded to the question.	• Appears that error first occurred in third draft of the exam. • Error was picked up during TASC Internal Check but was not corrected in printer's proof.
Accounting	Data year error in stimulus material related to Question 4 on page 9: Supervisor Coordinator asked if it should be Cash at Bank (1 Oct 2023), not 1 Oct 2024.	Confirmed error with Supervisor Coordinator that raised it. No expected impact / further actions required.	• First draft contained a blank table without dates. • Dates inserted into the table in the second draft contained the incorrect date.
Biology	Minor error in Question 7c: the Codon Chart can still be read but the order of letters in the amino acids do not correspond with the intended reading order for the first, second and third bases.	SMS communication to all relevant Coordinators, clarification written on board during exam without disturbing students. Clarification said the Codon Chart could be used to answer Q7c and if students couldn't provide an answer in the allocated three minutes, to note this and move on.	• Error appears to have existed since first draft of exam and was not picked up during the exam development process. • Exam Critics successfully used the chart to complete the question during their review.
Economics	Clarification of Question 19f: reference to standard of living pressures.	SMS communication to all relevant Coordinators, clarification written on board during exam without disturbing students. Clarification said use of standard and/or cost will both be accepted in marking.	• Wording of question changes throughout the exam development process. • Draft one includes question as "Outline one alternative economic solution to cost-of-living pressures". Setting Examiner notes that question should be changed to "Improve the standard of living". • Deputy Director check has question as 'Explain one (1) alternative economic solution to reduce the

Course	Confirmed Error	In-exam response	Analysis
			standard of living pressures.'
Economics	Numbering structure of Question 11d: question has three parts.	SMS communication to all relevant Coordinators, clarification written on board and announced to students. Clarification/announcement said 11d has three parts (i, ii and iii) and to use a general answer booklet for response space.	• Format of question goes through multiple changes throughout exam development process. • Changes made to question during first draft, final draft and print proof.

Exam Development Process comparison between states

3.34   We conducted a comparison of the roles involved, selection requirements and pay between Tasmania, Victoria, New South Wales and Queensland on 9 April 2025. This comparison involved examining the websites of the Tasmanian Assessment, Standards and Certification (TASC), Victorian Curriculum and Assessment Authority (VCAA), New South Wales Education Standards Authority (NESA) and Queensland Curriculum and Assessment Authority (QCAA).

New South Wales Education Standards Authority (NESA)

3.35   On the NESA website[66], there is information regarding the roles involved in the exam development process, a description of their responsibilities, the selection requirements and remuneration for each role (refer to Appendix 4 for more detail).

3.36   The NESA exam development process lists the following roles:

a)   Chief Examiner: Chairs the committee and has responsibilities in the marking and standards-setting process. The Chief Examiner checks that the exam paper conforms to NSW Education Standards and Authority (NESA) principles and is of high quality, that the marking guidelines are appropriate, and that the final version of the exam paper is accurate. This role appears to be equivalent to TASC's Setting Examiners.

b)   Exam Committee Member: Develops the exam paper and marking guidelines. This role appears to be equivalent to TASC's Setting Examiners.

c)   Assessors: Provide an independent assessment of the exam paper. This involves evaluating and commenting on the paper as a subject expert and as an experienced teacher. Assessors provide responses to the draft exam paper and advice to the exam committee about the appropriateness of exam questions. This role appears to be equivalent to TASC's Exam Critics.

Victorian Curriculum and Assessment Authority (VCAA)

3.37   On the VCAA website[67], there is information regarding the roles involved in the exam development process, a description of their responsibilities and the selection requirements for each role. The remuneration for each role is not publicly available on their website (refer to Appendix 4 for more detail).

3.38   The VCAA exam development process lists the following roles:

a)   Exam Panel Chair: Leads the examination development panel's writing and preparing the examination questions and structure, marking guide and any accompanying documentation for the external examination of a VCE study. This role appears to be equivalent to TASC's Setting Examiners.

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[66] Help develop the HSC Exams - Help develop the HSC exams | NSW Government
[67] VCAA website - https://www.vcaa.vic.edu.au/about-us/find-out-how-get-involved-examination-development

b) Exam Panel Members: Contribute to the development of an external examination for a VCE study by writing questions, marking guide and any accompanying documentation. This role appears to be equivalent to TASC's Setting Examiners.

c) Study Specialist Reviewer: Provide expertise in the domain of the examination and confirm the accuracy of the theoretical and technical content of the examination, and check that the examination is consistent with the requirements of the study design. This role appears to be somewhat equivalent to TASC's Exam Critics.

d) Exam Sitter Vetter Reviewer: Undertakes the examination under the same conditions as students would, identifying potential issues from a student's perspective. They provide answers and workings for all multiple-choice and short answer questions, and for extended response questions they provide an answer plan. This role appears to be somewhat equivalent to TASC's Exam Critics.

e) English as an Additional Language (EAL) reviewer: Undertakes the examination under the same conditions as students would, identifying potential issues from a student's perspective. This role appears to be somewhat equivalent to TASC's Exam Critics.

Queensland Curriculum and Assessment Authority (QCAA)

3.39 On the QCAA website[68], there is information regarding the roles involved in the exam development process, a description of their responsibilities, the selection requirements and remuneration for each role (refer to Appendix 4 for more detail).

3.40 The QCAA exam development process lists the following roles:

a) External Assessment – Writing Panel: Work in teams to develop the external assessment instrument, sample responses, marking guides and associated materials following QCAA quality assurance processes. This role appears to be equivalent to TASC's Setting Examiners.

b) External Assessment – Scrutiny Panel: Respond to the instrument under assessment conditions similar to those that will apply when students complete the assessment. Provide expert subject matter advice about the validity and accessibility of the assessment instrument and the effectiveness of the marking guide as a tool for ensuring the reliability of student results. Participate in scrutiny panel meeting/s and contribute to the panel's independent review of all assessment materials and synthesis of recommendations. This role appears to be equivalent to TASC's Exam Critics.

Comparison

3.41 In all three states, their websites provide detail regarding the roles involved in the exam development process, each role's responsibilities and selection requirements. Only NESA and QCAA however, provide public information about remuneration.

Table 24: Comparison of Exam Development Process between states

TASC[69]	NESA[70]	VCAA[71]	QCAA[72]
Structure			
Setting Examiner Exam Critics	Chief Examiner Exam Committee Members Assessors	Exam Panel Chair Exam Panel Members Study Specialist Reviewer Exam Sitter Vetter Reviewer	External Assessment – Writing Panel External Assessment – Scrutiny Panel

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[68] QCAA website - https://www.qcaa.qld.edu.au/senior/assessment/qcaa-assessors/external-assessment-writing
[69] Sessional staff payments - TASC
[70] NESA website - https://www.nsw.gov.au/education-and-training/nesa/about/employment/hsc-exam-development#toc-hsc-exam-development
[71] VCAA website - https://www.vcaa.vic.edu.au/about-us/find-out-how-get-involved-examination-development
[72] QCAA website - https://www.qcaa.qld.edu.au/senior/assessment/qcaa-assessors/external-assessment-writing

TASC[69]	NESA[70]	VCAA[71]	QCAA[72]
		English as an Additional Language (EAL) Reviewer	

Pay			
Setting Examiners 3-hour exam and a basic-level setting task: $1,309 3-hour exam and a complex-level setting task: $1,870 2-hour exam and a basic-level setting task: $935 2-hour exam and a complex-level setting task: $1,309 3-hour exam plus the text for an aural exam, and a basic-level setting task: $1,496 Exam Critics 3-hour exam and a basic-level setting (critiquing) task: $374 3-hour exam and a complex-level setting (critiquing) task: $561 2-hour exam and a basic-level setting (critiquing) task: $280.50 2-hour exam and a complex-level setting (critiquing) task: $411.40 3-hour exam plus the text for an aural examination, and a basic-level setting (critiquing) task: $467.50	Chief Examiner 6 – 8 meeting days: $3,638 9 – 11 meeting days: $3,668 12+ meeting days: $3,697 Exam Committee Member 6 – 8 meeting days: $1,364 9 – 11 meeting days: $1,377 12+ meeting days: $1,388 Assessors Assessors receive a fee (approximately $276 per course) and travel allowance.	Not provided	External Assessment – Writing Panel Pay rate: $76.53 per hour External Assessment – Scrutiny Panel Pay rate: $76.53 per hour

4 Recommendations

The following section outlines our recommendations made during our independent review and investigation into the exam development process. These suggestions are aimed at improving TASC's exam development process. Certain recommendations may require additional duties from TASC staff or resources that are not currently budgeted. Further, some recommendations are reliant on the implementation of other recommendations, hence it is a matter for TASC to determine which recommendations should be considered as top priority, high, medium and low and the implications of that on related recommendations. For example, if TASC was to receive immediate funding for additional roles or remuneration for Setting Examiners and Exam Critics, this could result in an easier implementation of subsequent recommendations. We also acknowledge that the exam development process has started, and significant progress has been made for 2025. Overall during our review we found that TASC has a defined process for exam development, which could function effectively if appropriately resourced.

Priority	Explanation
Top priority	Recommendations that we have ranked as top priority being elements of the development process which must go right to minimise the potential errors in exams.
High	Recommendations that we have ranked as high and will assist TASC in creating an effective exam development process in 2025 (noting that the 2025 exam development process has significantly commenced).
Medium	Recommendations that we have ranked as medium and will assist TASC in creating an effective exam development process in preparation for 2026.
Low	Recommendations that we have ranked as low and will assist in creating an effective exam development process in future years (2026 onwards).

Item	Finding (Section 3)	Recommendation	Priority
Overall			
1	All findings	We recommend that TASC hire a resource/project officer to coordinate the implementation of the recommendations made by Deloitte.	Top priority
TASC Organisational Structure			
2	Findings 1, 2, 3, 4	The overtime expenditures from FY24 to present ($194,879.60)[73] indicate insufficient staffing for the exam development process. We recommend that TASC conduct a workload analysis to determine if further recruitment of TASC staff is necessary to fill gaps (i.e. the vacant Band 3 and Band 8 roles[74]), alleviate overtime pressures during the exam development process and allow for regular review of policies and procedures. Regular review of policies and	Top priority

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[73] Overtime Data high level_April 2025
[74] TASC Organisational Chart November 2024

Item	Finding (Section 3)	Recommendation	Priority
		procedures is essential as it assists in identifying gaps, enabling proactive adjustments to mitigate issues before they arise. We've been informed by TASC that this analysis may be being done through the Education Regulator's Sustainable Funding Methodology. TASC should consider accessing 'surge' resourcing from DECYP if exam development process delays occur to assist TASC in getting back on track, reducing the need for overtime and fatigue of staff. TASC should also consider approaching other state education authorities for resource support (e.g. through secondment arrangements) when more resources are required. We recommend that TASC initially conduct the workload analysis mentioned above to then consider any structural changes required to TASC. In our view such changes would require a feasibility review that includes legal, operational, financial and other business and educational considerations prior to any change. The feasibility review should include an option on merging with another state-based education authority or having mutual outsourcing services, to determine whether this would be a viable option to the State, given the onflow impacts to staff, curriculum and students within Tasmania as a whole. It is important however that any structural change not be limited to the objective of minimising exam errors, but also to sustain the exam development process into the future – including through the recommendations made in this report.	
3	Finding 5, 35	Currently DECYP employs ▮▮▮▮ curriculum experts across humanities, Arts/English and STEM. We recommend that TASC consider establishing an agreement with DECYP to involve their curriculum experts in the exam development process. By integrating these experts into the review process, TASC can align the exams with educational standards and accurately reflect curriculum objectives. Further, this collaboration can prevent potential technical issues with exam content, thus reducing rework and overtime. However, the limited number of curriculum experts at DECYP may limit the depth of expertise available. Given the broad array of over 40 exams, these experts might not have the comprehensive knowledge to thoroughly review the technical accuracy across all associated courses. Based on this finding, we recommend that TASC explores a partnership with a tertiary education body, such as the University of Tasmania, to enhance expertise in the exam development program. The VCAA has a similar initiative with Monash University, involving senior mathematicians in reviewing and providing quality assurance processes for VCE maths exams[75].	Top priority
4	Finding 6	TASC may consider developing detailed process documents and workflows relating to the Assessment Team's roles and responsibilities that can easily be accessed by new or temporary staff to maintain continuity and consistency of tasks.	High

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[75] New partnership delivers quality in VCE Examinations - https://www.vcaa.vic.edu.au/news-and-events/latest-news/new-partnership-delivers-quality-vce-examinations

Item	Finding (Section 3)	Recommendation	Priority
5	Finding 6, 35	TASC may consider training additional staff members on the TASC internal check procedures and recruitment spreadsheet to distribute the workload, ensuring the task does not solely depend on ██████████████ ██ We note that this recommendation is dependent on further recruitment of TASC staff.	High
Preliminary stage: Appointment of Setting Examiners and Exam Critics			
6	Finding 7, 8	TASC may consider simplifying the application process for returning Setting Examiners and Exam Critics. This could be achieved by developing an automated system that pre-fills CV information by saving applications from prior years and pulling data from previous applications. This could reduce manual input and streamline the process, encouraging experienced individuals to reapply. TASC may also consider adopting a recruitment software, specifically tailored to TASC's needs for the recruitment of sessional staff. If budget constraints or integration challenges with DECYP HR Systems arise, TASC could consider training additional staff to manage the recruitment excel spreadsheet currently in use (e.g. excel troubleshooting, common errors, data validation). A secondary point of contact within ██████████████████████████████ should be appointed for urgent issues and regular back-ups of the recruitment spreadsheet should be saved (if this does not already occur).	Low
7	Findings 9, 10, 11	TASC should align payments provided to Setting Examiners and Exam Critics with industry standards to attract candidates and provide sufficient remuneration to existing staff for the work they are expected to produce. Given the regulated nature of remuneration and TASC's ongoing review of the TASC Fee Regulations, it's important to emphasise the payment disparity highlighted in Appendix 4 of this report. Other states such as NSW, utilise panels for exam setting, paying each member approximately $1,364 and the Chief Examiner on the panel receiving approximately $3,638, which highlights the need for a competitive structure at TASC[76]. In comparison, TASC Setting Examiners receive a maximum of $1,870 for more complex exams and $935 for basic-level exams, while Exam Critics receive $561 for the more complex exams and $280.50 for basic-level exams[77]. By advocating for payment adjustments that reflect these challenges and align with broader practices, TASC can enhance motivation, attract skilled professionals and reduce the risk of errors in exam development.	Top priority
8	Finding 12, 42	We recommend TASC implement formal training for Setting Examiners and Exam Critics. This training should cover the exam development stages, required checklists and feedback forms to be completed and provide clarity around role responsibilities.	Top priority

[76] NESA website - https://www.nsw.gov.au/education-and-training/nesa/about/employment/hsc-exam-development#toc-hsc-exam-development
[77] Sessional staff payments – TASC

Item	Finding (Section 3)	Recommendation	Priority
		We understand that as Setting Examiners have already been appointed this would involve the development of training materials in 2025 in preparation for 2026.	
9	Finding 13	TASC may consider broadening its recruitment strategy beyond Tasmania for exam development (noting current ongoing review of the TASC Fee Regulations and requirements that require applicants to hold a current Tasmanian Registration to Work with Vulnerable People). TASC can continue to give preference to Tasmanian applicants, however, this approach could allow TASC to tap into a wider pool of talent, thereby increasing diversity and expertise within the team. This recommendation may also address the issue of limited candidate pools, ensuring TASC can fill roles with highly qualified individuals.	Low
10	Finding 14, 18, 21, 24, 28, 31, 37, 40	TASC may consider starting the recruitment of the Setting Examiner and Exam Critics earlier in the year by closing the first round in January instead of February. This adjustment allows for better planning and preparation. We understand that some teachers may not know their course assignments until later, thus, these impacted teachers can be included in the second recruitment round to accommodate their participation.	Low
11	Finding 14, 18, 21, 24, 28, 31, 37, 40	TASC may wish to request teachers to submit exam questions independently, without knowing the specific year of inclusion. By using a question bank (referred to as Item Writing by TASC), this can distribute the workload of the Setting Examiner and widen the pool of available subject matter experts as teachers currently teaching can contribute, reducing pressure by providing a wider selection of pre-vetted questions to choose from and enhance efficiency in setting exams. We note that this method may not be suitable for all courses. TASC may consider holding workshop days where teachers, Setting Examiners and Exam Critics can collaborate to create a question bank for exam questions. This can assist TASC with unpredictability and the knowledge that questions cannot be anticipated or prepared for in advance, preserving the integrity and impartiality of the assessment process. TASC may also consider undertaking an initiative to complete two years' worth of exams simultaneously. This can position TASC a year ahead of schedule, allowing more flexibility and foresight in exam preparation. Further, this allows for the involvement of current teachers, as the exam questions may be used in the following year.	Low
Stage 0: Development of the first draft			
12	Finding 15	TASC may consider assisting Setting Examiners and Exam Critics in having a firm understanding of the External Assessment Specifications (EAS) relevant to their course. This may involve a training or review session for staff who have not set exams before. This assists in aligning the exam paper with the course content and the required exam structure.	Medium
13	Finding 16, 20	TASC could provide training or further guidance to Setting Examiners and Exam Critics in exam paper formatting, along with mandating submission of initial drafts using the specified exam template. Following the training program, the Setting Examiner should be provided with a template for completing their original draft. This will streamline the process and assist TASC with having consistency in format, reducing the time the Assessment Team spends converting and editing documents.	Medium

Item	Finding (Section 3)	Recommendation	Priority
14	Finding 17, 41	TASC may consider involving multiple individuals or a panel in the setting of the original exam, following a similar approach to NSW and VIC. Not only can this enhance question diversity, but it also distributes the workload, reducing pressure on individual setters. This collaborative model allows each member to contribute according to their strengths and availability, fostering a team dynamic that supports meeting deadlines efficiently. It is our understanding that a number of ███████████████████████████████████████ with limited time. Panels offer flexibility, enabling them to focus on specific questions or question types, thus enhancing productivity.	Low
Stage 1: First draft			
15	Finding 19	TASC may consider documenting their risk-based contingency plan for events where Setting Examiners or Exam Critics are required to return to teaching posts in the course they've begun assisting preparing an exam for after having knowledge of the examination content. This may include redesigning or scrapping the current set of exam questions. We understand that whilst TASC manage this event, they do not have a documented procedure.	Low
16	Finding 14, 18, 21, 24, 28, 31, 37, 40	TASC may consider integrating milestone dates from the exam development timeline into training sessions. Further, these dates can be communicated in the exam checklist or via reminder emails to assist TASC in checking that Setting Examiners and Exam Critics are aware of due dates and are more likely to submit the first draft by the specified date.	Medium
Stage 2: Critic Meeting			
17	Finding 23, 25	TASC should have a TASC staff member present to implement exam text changes in real-time. If attending the entire Critics Meeting is not feasible, the TASC employee should join towards the end of the meeting to accurately input the discussed changes into the second draft of the exam paper. This allows collaboration with the Setting Examiner and Exam Critics, ensuring proper incorporation of changes into the exam papers.	Medium
Stage 3: Second draft			
18	Finding 23, 25	TASC should track decisions by the Setting Examiners and Exam Critics or changes to questions, potentially via an excel log, including reasoning for or against the proposed question change. This will assist in making sure decisions can be easily justified and assist tracking development progress if required at a later date.	High
19	Finding 26	TASC should reorganise the SharePoint and Microsoft Teams to create a clear chronological structure reflecting the exam development process and store all notes and marked-up exams in their appropriate folders, categorised by draft stage. This can allow Setting Examiners and Exam Critics to review the updates and prior comments from the first draft and Critics Meeting and to check that they have been incorporated into the second draft.	High
20	Finding 26	TASC may consider utilising a document workflow platform (e.g. TRIM) that tracks the lifecycle of an important document.	Low

Item	Finding (Section 3)	Recommendation	Priority
		Utilising such a system would allow TASC to control and track the creation, use, modification, management and disposal of documents and records. It would also allow TASC to check that records are in line with appropriate policies and would keep an audit log so that TASC could identify which users have accessed documents, when and what actions were taken.	
21	Finding 27	TASC may consider implementing a follow-up meeting post Critics Meeting with Setting Examiners and Exam Critics to collaboratively review the changes in the second draft. This can check that all parties align on revisions, enhances question quality through collective input and prevents potential oversights in exam errors.	Medium
Stage 4: Final draft and Setting examiner sign-off			
22	Finding 29	TASC should reinforce that the Setting Examiner and Exam Critics experience the exam from a student's perspective by arranging for them to sit a mock exam session. This should occur at the final draft exam stage, where the focus is on clarity, accuracy and formatting of the final draft to confirm that modifications are correctly applied. Further, these exams under timed conditions check that students are able to complete the updated questions within the allotted time.	High
23	Finding 30	TASC should check that all Setting Examiners provide their final approval and sign offs before submitting the document for the TASC internal check. This step will create a clear approval trail, confirming that all necessary reviews and endorsements have been completed as per TASC's exam timeline.	High
Stage 5: TASC Internal Check			
24	Finding 32, 35	We understand that errors such as grammatical mistakes and unclear sentences are being identified during the TASC Internal Check. TASC could incorporate early intervention by having a TASC employee review the exam immediately after the Critics Meeting draft has been returned. This proactive step will assist in identifying grammatical, structural, and other errors early, ensuring that by the time ███████████████████ ██████████ conducts the internal review, there are fewer issues to address. This reduces the likelihood of mistakes appearing in the final exam version.	Medium
25	Finding 32, 35	If early intervention is not feasible due to resource constraints, TASC should have Setting Examiners and Exam Critics review and edit the first draft digitally using Word. This method simplifies the identification of grammatical and spelling errors compared to manual reviews of hard copies. Consequently, this could lead to fewer errors when the document reaches ████████████████████████████████.	High

Item	Finding (Section 3)	Recommendation	Priority
26	Finding 32, 35	We recommend that TASC hire a copy editor to review the exams before the Setting Examiner's approval meeting which could reduce errors. This approach can allow the TASC internal reviewer to receive a draft that is grammatically sound and has fewer errors for the internal review. This reduces the burden on the TASC internal reviewer of identifying and correcting numerous errors during the exam checks, streamlining the process and enhancing efficiency. It is our understanding that TASC have engaged an editor this year in a structural capacity for exam paper formatting. The editor will conduct a final proofread before printing and the Deputy Director sign-off. Should the editor require extensive time on the task, an alternative proofreader will be employed for this stage. Currently there are no full time equivalent (FTE)s for this role and TASC are relying on contractors. It would be advantageous for TASC to evaluate the feasibility of employing copy editors as FTEs or conducting analysis to determine the necessary number to ensure thorough reviews of all exams.	Top priority
27	Finding 33	The copy editor or the employee conducting the TASC Internal Check should use "tracked changes" in the Word document to indicate any required edits. This enables tracking of modifications and checks that all changes are reviewed and approved before finalising the document.	High
28	Finding 34	TASC should integrate the TASC internal check into the Exam Development Timeline[78] and TASC Setting Examiner and Exam Critic Handbooks[79] to enhance consistency across the exam development process. This integration establishes a standardised procedure, minimising the risk of oversight and errors.	Medium
Stage 6: Deputy Director sign-off			
29	Finding 36	TASC should improve existing documentation procedures including implementing an extra verification step to check all issues identified in the TASC Internal Check and Deputy Director sign-off are reflected in the exam paper. TASC should also document that all necessary signatures required by the Deputy Director are recorded on the approval documents. This makes sure that all approval and review processes have been completed prior to proceeding to the final review and printing stages.	High
30	Finding 37	TASC could determine the exact date where the Deputy Director's approval of the final exam is required – whether this is in July or August and make sure all relevant documents are updated to reflect this accurately. This will provide clarity and prevent any conflicts or misunderstandings regarding the approval timeline.	High
Stage 7: Final review and Printing			
31	Finding 38	TASC should engage the Exam Critics as part of the review of the final draft exam. This can assist TASC in identifying any potential errors, and their feedback are appropriately incorporated in the final draft. This approach will enhance the accuracy and quality of the exam paper.	Low
32	Finding 39	We recommend TASC insert a requirement in the timeline or procedure documents and communicating this to relevant stakeholders to confirm that if changes are made after the final review, an additional review is performed	High

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[78] TASC Exam Development Timeline
[79] TASC Setting Examiner and Exam Critic Handbook_2025

Item	Finding (Section 3)	Recommendation	Priority
		on the exam paper before it is sent to the printer (e.g. by a copy editor). This step checks that any potential errors introduced during the editing of the last version of the exam have been identified and corrected.	
General Findings			
33	Finding 43	TASC could consider mandating the completion of Examiner's Reports, including inputs from teachers, students, Setting Examiners and Exam Critics along with feedback on exam specifications. This information can provide comprehensive insights into the exam development process and highlights areas of improvement to enhance the process in the following years.	Low
34	Finding 44	Exam Security – We consider the current office arrangement for the TASC Assessment Team poses a potential security risk, especially during live exams. The proximity to individuals outside the TASC Assessment Team could increase the likelihood of exam content being inadvertently or deliberately leaked, which could lead to significant reputational damage and media attention for TASC.	Top priority

5 Limitations

5.1   This report has been prepared using resources from the Deloitte Touche Tohmatsu's Forensic Practice (Deloitte Forensic).

5.2   Deloitte Forensic partners and staff are not lawyers, and this report should not be relied upon as legal advice.

5.3   This report does not include commentary or opinion on the technical or grammatical accuracy of the 2024 Exam questions themselves, or the 2024 Examiner's Report.

5.4   Our review did not include performing a market analysis of pay rates discussed in this report, only a simple review of publicly available information.

5.5   This report has been prepared based on work completed as at 27 May 2025. Deloitte has not updated its work since that date. Deloitte assumes no responsibility for updating this report for events and circumstances occurring after the date of this report.

5.6   We reserve the right to alter the findings reached in this report on completion of our work or should information that is relevant to our findings subsequently become available after the date of this report.

5.7   For the purposes of preparing this report, reliance has been placed upon the material, representations, information and instructions provided to us. Original documentation has not been seen (unless otherwise stated) and no audit or examination of the validity of the documentation, representations, information and instructions provided has been undertaken, except where it is expressly stated to have been.

5.8   The Services provided are advisory in nature and have not been conducted in accordance with the standards issued by the Australian Auditing and Assurance Standards Board and consequently no opinions or conclusions under these standards are expressed. The procedures and enquiries undertaken in the preparation of this report do not include verification work, nor do they constitute an audit or review in accordance with Australian Accounting and Assurance Standards.

5.9   We believe that the statements made in this report are accurate, but no warranty of completeness, accuracy, or reliability is given in relation to the statements and representations made by, and the information and documentation provided by TASC. We have not attempted to verify these sources independently unless otherwise noted within the report.

5.10   This report has been prepared exclusively for the purposes of the TASC Board. The distribution of this report is limited to authorised recipients of the TASC Board and will not be otherwise distributed without the written consent of Deloitte. This report should not be used for any other purpose without our prior written consent and, if it is used otherwise, neither Deloitte nor its partners or staff accept any liability or responsibility for loss suffered by any party.

6   Appendices and exhibits

Appendix 1: Information relied upon

Appendix 2: Interview schedule

Appendix 3: Exam development stages

Appendix 4: Comparison of Exam Development Process between states

Exhibit 1: Exam paper error process flowchart

Exhibit 2: TASC Exam Development Timeline

Appendix 1: Information relied upon

Item	Exam	Document title
1	All Exams	2024-Student-Exam-Guide_TASC_FINAL_WEB
2	All Exams	Exam paper error notification - Draft Supervisor Correspondence
3	All Exams	Exam paper error process flowchart
4	All Exams	Written Exams - How to answer exam questions and understand exam marking - student information
5	All Exams	2024 exam errors response - TASC webpage initial content
6	All Exams	Board Chair email to Board on errors
7	All Exams	EDUCATION - BRIEFING NOTE - TASC - Addressing Exam Errors - UPDATE - (MN49480)
8	All Exams	EDUCATION - BRIEFING NOTE - TASC Exams Progress - Nov 2024
9	All Exams	Exam Paper Errors - Emailed Information for Schools
10	All Exams	2024 exam errors response - TASC Latest News post
11	All Exams	2024 exam errors response - TASC webpage
12	All Exams	EDUCATION - BRIEFING NOTE - TASC Exam Errors Mitigation in Marking and Resulting - Dec 2024
13	All Exams	Email to TASSO before Results Day
14	All Exams	Student FAQs on results - My exam paper had an error, how was it marked
15	All Exams	2024 BHP315116 Psychology Critics Meeting_Redacted
16	Psychology	2024 Critic Meeting Agenda BHP315116 Physcology (002)_Redacted
17	Maths and Science	2025 Critic FIRST DRAFT Review Booklet MATHS & SCIENCE
18	All Exams	2025 Critic FIRST DRAFT Review Booklet
19	Maths and Science	2025 Critic SECOND DRAFT MATHS AND SCIENCE Review Booklet
20	All Exams	2025 Critic SECOND DRAFT Review Booklet
21	All Exams	2025 Setter FIRST DRAFT Review Booklet
22	Maths and Science	2025 Setter FIRST DRAFT Review MATHS & SCIENCE
23	Maths and Science	2025 Setter SECOND DRAFT Review Booklet MATHS & SCIENCE
24	All Exams	2025 Setter SECOND DRAFT Review Booklet
25	Chemistry	Congratulations – Exam Critic Confirmation - Chemistry (CHM415115)_Redacted
26	EAL	Congratulations – Setting Examiner Confirmation - English as an Additional Language or Dialect (EAL315120)_Redacted
27	All Exams	Critic Meeting Mailing Procedure
28	All Exams	DRAFT Final sign off procedure
29	All Exams	Exam Paper Error - Draft Supervisor Correspondence
30	All Exams	Exam Paper Error - Process Flowchart
31	All Exams	Instructions and resources for setting the 2024 Written Exam Paper_Redacted
32	All Exams	Internal checklist
33	All Exams	Sessional staff payments - TASC
34	All Exams	Setting Examiner and Exam Critics Handbook 2022-FINAL
35	All Exams	SoD-Critic-Exam-Papers-2022-TASC
36	All Exams	SoD-Setting-Examiner-2022-TASC
37	All Exams	TASC Exam Development Timeline
38	All Exams	TEMPLATE Critic Meeting Agenda CourseCode CourseName
39	All Exams	Welcome to the role of Critic _Redacted
40	All Exams	TASC Setting Examiner and Exam Critic Handbook_2025
41	All Exams	DECYP_2024-Student-Exam-Guide_TASC_FINAL_WEB
42	All Exams	External-Assessment-Specifications-Requirements-and-Guidelines-
43	All Exams	TASC Organisational Chart November 2024
44	Accounting	ACC315116 Accounting Assessment Report 2024_NOT PUBLISHED YET
45	Biology	BIO315124 Biology Assessment Report 2024
46	Chemistry	CHM415115 Chemistry Assessment Report 2024_NOT PUBLISHED YET

Item	Exam	Document title
47	Economics	ECN315116 Economics Assessment Report 2024
48	English	ENG315117 English Assessment Report 2024
49	Food and Nutrition	FDN315118 Food and Nutrition Assessment Report 2024_NOT PUBLISHED YET
50	Physics	PHY415115 Physics Assessment Report 2024_NOT PUBLISHED YET
51	All Exams	2022-2024 Setters and Critics for error courses
52	All Exams	2023 Exam Progress Tracker
53	All Exams	2024 Exam Progress Tracker
54	Accounting	ACC315116_DD Check 25092024
55	Accounting	ACC315116_DD_18092024
56	Accounting	ACC315116_DD_Sec A Answer_18092024
57	Accounting	ACC315116_DD_Sec B Answer_18092024
58	Accounting	ACC315116_DD_Sec C Answer_18092024
59	Accounting	ACC315116_DD_Sec D Answer_18092024
60	Accounting	ACC315116 Deputy Director Check 26092024
61	Accounting	ACC315116_DD_26092024
62	Accounting	ACC315116_DD_Sec D Answer_26092024
63	Accounting	ACC315116 _D1_Redacted
64	Accounting	ACC315116 D1_Redacted
65	Accounting	ACC315116 D1_Redacted
66	Accounting	ACC315116 D1
67	Accounting	ACC315116_ Returned D1_ Redacted
68	Accounting	ACC315116_D1_06052024
69	Accounting	ACC315116_D1_Sec A Answer_06052024
70	Accounting	ACC315116_D1_Sec B Answer_06052024
71	Accounting	ACC315116_D1_Sec C Answer_06052024
72	Accounting	ACC315116_D1_Sec D Answer_06052024
73	Accounting	ACC315116 _D2
74	Accounting	ACC315116 D2_Redacted
75	Accounting	ACC315116 D2_Redacted
76	Accounting	ACC315116 Redacted D2 (1)
77	Accounting	ACC315116_D2_04062024
78	Accounting	ACC315116_D2_Sec A Answer_04062024
79	Accounting	ACC315116_D2_Sec B Answer_04062024
80	Accounting	ACC315116_D2_Sec C Answer_04062024
81	Accounting	ACC315116_D2_Sec D Answer_04062024
82	Accounting	Account draft 2024 v2
83	Accounting	ACC 2019 Qn 6 Setting Out
84	Accounting	ACC315116 _ D3
85	Accounting	ACC315116 Redacted D3
86	Accounting	ACC315116 Redacted D3
87	Accounting	ACC315116 Redacted B D3
88	Accounting	ACC315116_D2_15082024
89	Accounting	ACC315116_D2_20082024
90	Accounting	ACC315116_D2_Sec A Answer_18072024
91	Accounting	ACC315116_D2_Sec B Answer_18072024
92	Accounting	ACC315116_D2_Sec C Answer_18072024
93	Accounting	ACC315116_D2_Sec D Answer_18072024
94	Accounting	ACC315116 26062024 _ Final Sign Off
95	Accounting	ACC315116_Final_22082024
96	Accounting	ACC315116_Final_Sec A Answer_22082024
97	Accounting	ACC315116_Final_Sec B Answer_22082024
98	Accounting	ACC315116_Final_Sec C Answer_22082024
99	Eccounting	ACC315116_Final_Sec D Answer_22082024
100	Accounting	Amendments to accounting paper

Item	Exam	Document title
101	Accounting	ACC315116_Final_26082024
102	Accounting	ACC315116_Final_Sec A Answer_26082024
103	Accounting	ACC315116_Final_Sec B Answer_26082024
104	Accounting	ACC315116_Final_Sec C Answer_26082024
105	Accounting	ACC315116_Final_Sec D Answer_26082024
106	Accounting	ACC315116 CET & Program Officer check
107	Accounting	ACC315116_IC_27082024
108	Accounting	ACC315116_IC_Sec A Answer_27082024
109	Accounting	ACC315116_IC_Sec B Answer_27082024
110	Accounting	ACC315116_IC_Sec C Answer_27082024
111	Accounting	ACC315116_IC_Sec D Answer_27082024
112	Accounting	Account draft 2024
113	Accounting	ACC315116 Accounting TASC Exam Paper 2024
114	Accounting	ACC315116 Setter Proof
115	Accounting	ACC315116_PP_03102024
116	Accounting	ACC315116_PP_Sec D Answer_03102024
117	Accounting	ACC315116_PP_27092024
118	Accounting	ACC315116_PP_Sec A Answer_26092024
119	Accounting	ACC315116_PP_Sec B Answer_26092024
120	Accounting	ACC315116_PP_Sec C Answer_26092024
121	Accounting	ACC315116_PP_Sec D Answer_26092024
122	Biology	BIO315124 Format changes
123	Biology	BIO315124_DD_Sec A_28082024
124	Biology	BIO315124_DD_Sec B_28082024
125	Biology	BIO315124_DD_Sec C_28082024
126	Biology	BIO315124_DD_Sec D_28082024
127	Biology	BIO315124_DD_Sec E_28082024
128	Biology	BIO315124 Redacted D1
129	Biology	BIO315124 D1 Redacted
130	Biology	BIO315124 TASC Draft 1
131	Biology	BIO315124_D1_Sec A_07052024
132	Biology	BIO315124_D1_Sec B_07052024
133	Biology	BIO315124_D1_Sec C_07052024
134	Biology	BIO315124_D1_Sec D_07052024
135	Biology	BIO315124_D1_Sec E_09052024
136	Biology	BIO315124 D2 Redacted
137	Biology	BIO315124 Redacted D2
138	Biology	BIO315124 TASC Draft 2
139	Biology	BIO315124_D2_Sec A_03062024
140	Biology	BIO315124_D2_Sec B_03062024
141	Biology	BIO315124_D2_Sec C_03062024
142	Biology	BIO315124_D2_Sec D_03062024
143	Biology	BIO315124_D2_Sec E_03062024
144	Biology	Biology ESS315124 Draft 2 Revisions 12 Jun 24
145	Biology	Biology ESS315124 Draft 2 Revisions 31 May 24
146	Biology	Redacted BIO315124 D2
147	Biology	BIO315124 Final approval
148	Biology	BIO315124 TASC Final
149	Biology	Picture1
150	Biology	BIO315124_Final_Sec B_30072024
151	Biology	BIO315124_Final_Sec E_01082024
152	Biology	BIO315124_Final_Sec A_23072024
153	Biology	BIO315124_Final_Sec B_23072024
154	Biology	BIO315124_Final_Sec C_23072024

Item	Exam	Document title
155	Biology	BIO315124_Final_Sec D_23072024
156	Biology	BIO315124_Final_Sec E_23072024
157	Biology	Figure 26 revised (2)
158	Biology	BIO315124 Checklist
159	Biology	BIO315124 Program Officer checklist
160	Biology	BIO315124_Final_Sec A_06082024
161	Biology	BIO315124_Final_Sec B_06082024
162	Biology	BIO315124_Final_Sec C_07082024
163	Biology	BIO315124_Final_Sec D_07082024
164	Biology	BIO315124_Final_Sec E_07082024
165	Biology	Biology 2024 Draft 1 - Section A
166	Biology	Biology 2024 Draft 1 - Section B
167	Biology	Biology 2024 Draft 1 - Section C
168	Biology	Biology 2024 Draft 1 - Section D
169	Biology	Biology 2024 Draft 1 - Section E
170	Biology	BIO315124 Biology TASC Exam Paper 2024
171	Biology	Biology Setter Proof
172	Biology	BIO315124_PP_Sec A_05092024
173	Biology	BIO315124_PP_Sec B_05092024
174	Biology	BIO315124_PP_Sec C_05092024
175	Biology	BIO315124_PP_Sec D_05092024
176	Biology	BIO315124_PP_Sec E_05092024
177	Biology	BIO315124_PP_Sec D_20092024
178	Biology	BIO315124_PP_Sec E_20092024
179	Biology	BIO315124 External Assessment Specifications
180	Chemistry	CHM415115 Deputy Director approval
181	Chemistry	CHM415115 Executive Officer Approval
182	Chemistry	CHM415115_DD_Sec A_24092024
183	Chemistry	CHM415115_DD_Sec B_24092024
184	Chemistry	CHM415115_DD_Sec C_24092024
185	Chemistry	CHM415115_DD_Sec D_24092024
186	Chemistry	CHM415115 Chemistry TASC Exam Paper 2024 Redacted' draft 1 changes
187	Chemistry	CHM415115 Chemistry TASC Exam Paper 2024 Version 2 Redacted' changes
188	Chemistry	CHM415115 Draft 1 Redacted
189	Chemistry	CHM415115 Draft 1 Redacted
190	Chemistry	CHM415115 TASC Draft 1
191	Chemistry	CHM415115_D1_Sec A_27052024
192	Chemistry	CHM415115_D1_Sec B_27052024
193	Chemistry	CHM415115_D1_Sec C_28052024
194	Chemistry	CHM415115_D1_Sec D_28052024
195	Chemistry	Redacted Draft 1 feedback
196	Chemistry	Screenshot 2025-03-04 093421
197	Chemistry	Chemistry Redacted D2
198	Chemistry	CHM415115 Chemistry TASC Exam Paper 2024 2nd draft - Redacted' changes to draft 2
199	Chemistry	CHM415115 Redacted S D2
200	Chemistry	CHM415115 TASC Draft 2
201	Chemistry	CHM415115_D2_Sec A_11072024
202	Chemistry	CHM415115_D2_Sec B_11072024
203	Chemistry	CHM415115_D2_Sec C_11072024
204	Chemistry	CHM415115_D2_Sec D_11072024
205	Chemistry	Changes needed for Draft 2
206	Chemistry	CHM415115_Final_Sec A_22082024
207	Chemistry	CHM415115_Final_Sec B_22082024
208	Chemistry	CHM415115_Final_Sec C_22082024

Item	Exam	Document title
209	Chemistry	CHM415115_Final_Sec D_22082024
210	Chemistry	Signoff sheet Redacted Chemistry 2024 Exam - sign off online as Redacted was away
211	Chemistry	CHM415115 Checklist
212	Chemistry	CHM415115 Program Officer sign off
213	Chemistry	CHM415115_IC_Sec A_12092024
214	Chemistry	CHM415115_IC_Sec B_12092024
215	Chemistry	CHM415115_IC_Sec C_12092024
216	Chemistry	CHM415115_IC_Sec D_12092024
217	Chemistry	CHM415115 Chemistry TASC Exam Paper 2024.docx
218	Chemistry	CHM415115 Chemistry TASC Exam Paper 2024.pdf
219	Chemistry	CHM415115 Setter Proof
220	Chemistry	CHM415115 TASC Final
221	Chemistry	CHM415115_PP_Sec A_03102024
222	Chemistry	CHM415115_PP_Sec B_03102024
223	Chemistry	CHM415115_PP_Sec C_03102024
224	Chemistry	CHM415115_PP_Sec D_03102024
225	Chemistry	CHM415115_PP_Sec A_27092024
226	Chemistry	CHM415115_PP_Sec B_27092024
227	Chemistry	CHM415115_PP_Sec C_27092024
228	Chemistry	CHM415115_PP_Sec D_27092024
229	Economics	ECN315116 Program Officer Check
230	Economics	ECN315116 D1
231	Economics	ECN315116 D1 Redacted
232	Economics	ECN315116 Redacted D1
233	Economics	ECN315116_D1_Sec A_06052024
234	Economics	ECN315116_D1_Sec B_17052024
235	Economics	ECN315116_D1_Sec C_10052024
236	Economics	ECN315116 D2 Redacted
237	Economics	ECN315116 D2
238	Economics	ECN315116 Redacted SEC C 13th September 2024
239	Economics	ECN315116 Redacted D2
240	Economics	ECN315116_D2_Sec A_14062024
241	Economics	ECN315116_D2_Sec B_14062024
242	Economics	ECN315116_D2_Sec B_29072024
243	Economics	ECN315116_D2_Sec C_14062024
244	Economics	ECN315116_D2_Sec C_29072024
245	Economics	ECN315116 _Final
246	Economics	ECN315116_Final_Sec A_24092024
247	Economics	ECN315116_Final_Sec B_24092024
248	Economics	ECN315116_Final_Sec C_24092024
249	Economics	ECN315116_IC_Sec A_30092024
250	Economics	ECN315116_IC_Sec B_30092024
251	Economics	ECN315116_IC_Sec C_30092024
252	Economics	IC
253	Economics	Economics Examination 2024 draft- Section A only
254	Economics	Economics Examination 2024 Section B only
255	Economics	Economics Examination 2024 Section B Part 1 and 2 only
256	Economics	Economics Examination 2024 Section C only updated
257	Economics	Economics Examination 2024 Section C only
258	Economics	Excel graphs etc Eco exam 2024
259	Economics	ECN315116 Economics TASC Exam Paper 2024
260	Economics	ECN315116 Setter Proof (2)
261	Economics	ECN315116 Setter Proof
262	Economics	ECN315116_PP_Sec A_01102024

Item	Exam	Document title
263	Economics	ECN315116_PP_Sec B_18112024
264	Economics	ECN315116_PP_Sec C_10102024
265	Economics	Feedback on Setter Proof Redacted
266	Economics	ECN315116_PP_Sec B_01102024
267	Economics	ECN315116_PP_Sec B_10102024
268	Economics	ECN315116_PP_Sec B_16112024
269	Economics	ECN315116_PP_Sec C_01102024
270	English	ENG315117 _ Deputy Director Check 1
271	English	ENG315117 _ Deputy Director Check 2
272	English	ENG315117_DD_01082024
273	English	ENG315117_PP_06082024
274	English	ENG315117 D1 Redacted
275	English	ENG315117 D1 Redacted
276	English	ENG315117 D1 Redacted
277	English	ENG315117_D1_07032024
278	English	ENG315117_D1_07032024
279	English	ENG315117 D2 Redacted
280	English	ENG315117 D2 Redacted
281	English	ENG315117_D2_27032024.docx
282	English	ENG315117_D2_27032024.pdf
283	English	ENG31517 D2 Redacted
284	English	ENG315117_Final Draft_23042024
285	English	ENG315117_Final Draft_23042024
286	English	ENG315117 _ Internal check CET & Program Officer
287	English	ENG315117 _ Internal checklist CET & Program Officer
288	English	ENG315117_IC_12072024
289	English	ENG315117 TASC Exam Paper 2024
290	English	ENG315117 English TASC Exam Paper 2024
291	English	ENG315117 Final Setter proof
292	English	ENG315117 Final
293	English	ENG315117 Print Proof 12th August 2024
294	English	ENG315117_PP_06082024
295	English	ENG315117_PP_08082024
296	Food and Nutrition	FDN315118_DD_Sec A_01102024
297	Food and Nutrition	FDN315118_DD_Sec B_01102024
298	Food and Nutrition	FDN315118_DD_Sec C_01102024
299	Food and Nutrition	FDN315118_DD_Sec D_01102024
300	Food and Nutrition	FDN315118 Draft 1 Redacted
301	Food and Nutrition	FDN315118 Draft 1 Redacted
302	Food and Nutrition	FDN315118 Draft 1 Redacted
303	Food and Nutrition	FDN315118 TASC Draft 1
304	Food and Nutrition	FDN315118_D1_Sec A_06062024
305	Food and Nutrition	FDN315118_D1_Sec B_07062024
306	Food and Nutrition	FDN315118_D1_Sec C_07062024
307	Food and Nutrition	FDN315118_D1_Sec D_07062024
308	Food and Nutrition	FDN315118 Draft 2 Redacted
309	Food and Nutrition	FDN315118 D2 Redacted
310	Food and Nutrition	FDN315118 Redacted D2
311	Food and Nutrition	FDN315118 TASC Draft 2
312	Food and Nutrition	FDN315118_D2_Sec A_09082024
313	Food and Nutrition	FDN315118_D2_Sec B_09082024
314	Food and Nutrition	FDN315118_D2_Sec C_09082024
315	Food and Nutrition	FDN315118_D2_Sec D_09082024
316	Food and Nutrition	FDN315118 Final approval by Setter

Item	Exam	Document title
317	Food and Nutrition	FDN315118_Final_Sec A_11092024
318	Food and Nutrition	FDN315118_Final_Sec B_11092024
319	Food and Nutrition	FDN315118_Final_Sec C_11092024
320	Food and Nutrition	FDN315118_Final_Sec D_11092024
321	Food and Nutrition	Screenshot 2025-03-04 105106 sign off
322	Food and Nutrition	Updated Figures 6 and 7
323	Food and Nutrition	FDN315118_IC_Sec A_16092024
324	Food and Nutrition	FDN315118_IC_Sec B_16092024
325	Food and Nutrition	FDN315118_IC_Sec C_16092024
326	Food and Nutrition	FDN315118_IC_Sec D_16092024
327	Food and Nutrition	draft 1
328	Food and Nutrition	FDN315118 Food and Nutrition TASC Exam Paper 2024
329	Food and Nutrition	FDN315118 Setter Proof
330	Food and Nutrition	FDN315118_DD_Sec A_01102024
331	Food and Nutrition	FDN315118_PP_Sec B_01102024
332	Food and Nutrition	FDN315118_PP_Sec C_01102024
333	Food and Nutrition	FDN315118_PP_Sec D_01102024
334	Food and Nutrition	FDN315118_PP_Sec B_03102024
335	Food and Nutrition	FDN315118_PP_Sec A_11102024
336	Food and Nutrition	FDN315118 Checklist
337	Food and Nutrition	FDN315118 Deputy Director Approval to print
338	Food and Nutrition	FDN315118 External Assessment Specifications
339	Food and Nutrition	FDN315118 Program Officer
340	Physics	PHY415115 Deputy Director sign off
341	Physics	PHY415115 Draft 1 Redacted
342	Physics	PHY415115 Draft 1 Redacted
343	Physics	PHY415115 Draft 1 TASC Copy
344	Physics	PHY415115 Mark up from Critics Meeting (draft 1 to form draft 2)
345	Physics	PHY415115_D1_Sec A_13062024
346	Physics	PHY415115_D1_Sec B_13062024
347	Physics	PHY415115_D1_Sec C_13062024
348	Physics	PHY415115_D1_Sec D_13062024
349	Physics	PHY415115_D1_Sec A_01072024_Redacted
350	Physics	PHY415115_D1_Sec B_01072024_Redacted
351	Physics	PHY415115_D1_Sec C_01072024_Redacted
352	Physics	PHY415115_D1_Sec D_01072024_Redacted
353	Physics	PHY415115 Draft 2 TASC Copy
354	Physics	PHY415115 Redacted D2 returned feedback
355	Physics	PHY415115 Physics D2 Redacted returned feedback
356	Physics	PHY415115_D2_Sec A_08072024
357	Physics	PHY415115_D2_Sec B_08072024
358	Physics	PHY415115_D2_Sec C_08072024
359	Physics	PHY415115_D2_Sec D_08072024
360	Physics	PHY415115 Draft 3 Redacted
361	Physics	Question 18 replacement diagrams
362	Physics	PHY415115_Final_Sec A_16082024
363	Physics	PHY415115_Final_Sec B_16082024
364	Physics	PHY415115_Final_Sec C_16082024
365	Physics	PHY415115_Final_Sec D_16082024
366	Physics	PHY415115 Final Approval by Setter
367	Physics	PHY415115 Final Redacted
368	Physics	PHY415115_Final_Sec A_18092024
369	Physics	PHY415115_Final_Sec B_18092024
370	Physics	PHY415115_Final_Sec C_18092024

Item	Exam	Document title
371	Physics	PHY415115_Final_Sec D_18092024
372	Physics	Updated figure for Q12_18092024
373	Physics	PHY415115_IC_Sec A_24092024
374	Physics	PHY415115_IC_Sec B_24092024
375	Physics	PHY415115_IC_Sec C_24092024
376	Physics	PHY415115_IC_Sec D_26092024
377	Physics	PHY415115_Final_Sec A_03092024
378	Physics	PHY415115_Final_Sec B_03092024
379	Physics	PHY415115_Final_Sec C_03092024
380	Physics	PHY415115_Final_Sec D_03092024
381	Physics	PHY415115_Final_Sec A_23082024
382	Physics	PHY415115_Final_Sec B_23082024
383	Physics	PHY415115_Final_Sec C_23082024
384	Physics	PHY415115_Final_Sec D_23082024
385	Physics	PHY415115 Program Officer sign off
386	Physics	PHY415115 Checklist
387	Physics	PHY415115_DD_Sec A_01102024
388	Physics	PHY415115_DD_Sec B_01102024
389	Physics	PHY415115_DD_Sec C_01102024
390	Physics	PHY415115_DD_Sec D_01102024
391	Physics	2024 Draft 2
392	Physics	2024 Original from Setter
393	Physics	PHY415115 Setter Proof
394	Physics	PHY415115 Setter Proof
395	Physics	PHY415115_PP_Sec A_01102024
396	Physics	PHY415115_PP_Sec B_01102024
397	Physics	PHY415115_PP_Sec B_09102024
398	Physics	PHY415115_PP_Sec C_01102024
399	Physics	PHY415115_PP_Sec D_01102024
400	Physics	PHY415115_PP_Sec D_03102024
401	Physics	PHY415115 Physics TASC Exam Paper 2024
402	All Exams	Copy of TASC 2024 External Assessment Period Issues Register
403	Accounting	ACC315116 Accounting - Feedback on EAS
404	Biology	BIO315124 Biology - Feedback on EAS
405	Chemistry	CHM415115 Chemistry - Feedback on EAS
406	Food and Nutrition	FDN315118 Food and Nutrition - Feedback on EAS
407	Accounting	ACC315116 Accounting - Feedback to Setting Examiner and Critics
408	Biology	BIO315124 Biology - Feedback to Setting Examiner and Critics
409	Chemistry	CHM415115 Chemistry - Feedback to Setting Examiner and Critics
410	Economics	ECN315116 Economics - Feedback to Setting Examiner and Critics
411	English	ENG315117 English - Feedback to Setting Examiner and Critics
412	Food and Nutrition	FDN315118 Food and Nutrition - Feedback to Setting Examiner and Critics
413	Physics	PHY415115 Physics - Feedback to Setting Examiner and Critics
414	Biology	BIO315124 Biology - Feedback to TASC
415	All Exams	FW_ Exam setting question.msg
416	All Exams	FW_ Setters and Critics.msg
417	English	2024 English Marking Tool Formatted
418	Accounting	Accounting responses 24
419	Biology	Biology Draft Marking Scheme 2024
420	Chemistry	CHM415115 Chemistry TASC Exam Paper 2024 Version 3 Solutions
421	Chemistry	CHM415115 Chemistry TASC Exam Paper 2024 Solutions V2
422	Chemistry	CHM415115 Chemistry TASC Exam Paper 2024 Solutions V3 23082024
423	Chemistry	CHM415115 Chemistry TASC Exam Paper 2024 Solutions
424	Economics	Economics suggested exam answers & marking guide_Section A & B only

Item	Exam	Document title	
425	English	ENG315117 English - 2024 Marking Tool	
426	English	ENG315117 English 2024 Marking Tool	
427	All Exams	Assessment Team additional hours July 2023 to March 2025	
428	All Exams	Comparative ledger – sessional staff	
429	All Exams	Overtime Data high level_April_2025	56

Appendix 2: ███████████████

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Appendix 3: Exam development stages

Exam development stages

6.1   We understand that Setting Examiners and Exam Critics along with TASC representatives are involved in the exam development process for the 2024 external examinations for Level 3 and 4 courses. In general, one Setting Examiner and two Exam Critics are involved in the process for each exam. We have outlined the primary duties of Setting Examiners and Exam Critics in Table 25 below.

Table 25: Primary Duties of Setting Examiners and Exam Critics

Setting Examiner[80]	Exam Critic[81]
1. Prepare the exam paper and marking guide in accordance with the current course document, the guidelines for external assessment and any other guidelines provided by the Office of the Tasmanian Assessment, Standards and Certification Board.	1. Review the first draft of the exam paper and provide a report (a proforma is provided).
2. Review the feedback from Exam Critics regarding the compliance of the first draft of the paper against the external assessment specifications.	2. Undertake the draft exam paper and note the time taken to produce acceptable answers. Provide solutions to questions on the exam paper.
3. Determine what changes will be made to the paper in light of comments received from the Exam Critics.	3. Provide Setting Examiner(s) with suggestions for improvement. Feedback must be specific and may suggest alternative questions for consideration by the Setting Examiner(s).
4. Proofread the final draft of the exam paper against the external assessment specifications outlined.	4. Discuss the first draft of the paper with the Setting Examiner(s).
5. Check the examination paper after it has been printed.	5. Proofread the second draft of the paper and update solutions if required.
6. Advise of any specific stationery requirements or other materials that will need to be provided to students for the exam (e.g. graph paper, maps).	
7. Be available during the scheduled exam time and advise on issues arising during the assessment and resulting process.	

Preliminary stage: Appointment of Setting Examiners and Exam Critics

6.2   As per the TASC Sessional Employment Register[82], TASC sessional staff which include Setting Examiners, Exam Critics and Markers are recruited via a process which includes submitting an online application through the employment portal 'PageUp'. We understand this is a DECYP recruitment system that TASC utilises and is not purpose built for TASC. An excel spreadsheet is used to keep track of the recruitment of exam staff for TASC. As TASC are using the DECYP recruitment system they cannot "change details or start up packages relating to their sessional staff".

6.3   Applicants must hold a current Tasmanian Registration to Work with Vulnerable People (Registration Status – Employment). It is also considered desirable by TASC if the applicant has a minimum of 5 years teaching experience in the relevant course area. Applicants must not be currently teaching the course for which they apply for, and this is tracked by the TASC Assessment Team through enrolment

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[80] SoD-Setting-Examiner-2022-TASC
[81] SoD-Critic-Exam-Papers-2022-TASC
[82] TASC Sessional Employment Register - https://careers.pageuppeople.com/759/cw/en/job/7009895/tasc-sessional-employment-register,%20searched%20as%20at%204%20April%202025

data provided by schools that outlines which teachers are teaching which classes. When preparing their application, Setting Examiners and Exam Critics must address the criteria listed in Table 26 below.

Table 26: Selection criteria to be addressed by candidates (Setting Examiner and Exam Critic)

Setting Examiner[83]	Exam Critic[84]
1. Demonstrated high-level knowledge and extensive experience teaching the subject area to be externally assessed.	1. Demonstrated high-level knowledge and extensive experience teaching the subject area to be externally assessed.
2. High-level understanding of contemporary assessment practices and demonstrated experience in creating effective assessment materials.	2. High-level understanding of contemporary assessment practices and demonstrated experience in creating effective assessment materials.
3. Ability to produce written communications with a high degree of accuracy and clarity and the capacity to deliver in agreed timeframes.	3. Ability to critique and frame effective feedback that supports high-quality assessment materials.
4. Ability to work using contemporary IT systems and platforms.	4. Ability to work using contemporary IT systems and platforms.

6.4   Each application received is reviewed and triaged by the TASC Assessment Team, and the successful applicant is chosen by the Deputy Director at TASC.

6.5   ██████████████████████████████ if applicants are insufficient in number, TASC may directly contact potential Setting Examiners or Exam Critics. This includes reaching out to individuals who may have performed the role in previous years. The process of direct contact is not formally documented in the TASC Exam Development Timeline[85], the TASC Setting Examiner and Exam Critics Handbook[86] or the 2024 Exam Progress Tracker[87].

6.6   ██ TASC will initially open the recruitment portal to Setting Examiners in December of the year prior to the exam (i.e. recruit in December 2023 for 2024 exams) (Round 1). This allows for Setting Examiner's to commence in writing the first draft of the exam over the Christmas period if available and are aware of their teaching load.

6.7   The application period for Round 1 closes in February and TASC fills remaining positions on a rolling basis and then open the application portal again (Round 2) to fill the remaining roles. If roles remain unfilled, TASC will then directly contact individuals to ask if they can fill the role of Setting Examiner. For Exam Critics, the recruitment portal closes in late February and if roles remain unfilled, TASC will directly contact individuals to ask if they can fill the role of Exam Critic. This process is not formally documented.

6.8   Upon selection, successful applicants are formally notified of their appointment through an official email from TASC[88]. The email asks that the Setting Examiner/Exam Critic familiarises themselves with the employment requirements on the TASC Employment Page specific to their role and the Setting Examiner and Exam Critics Handbook. Setting Examiners and Exam Critics are also requested to complete the following tasks to finalise their employment with TASC:

- Complete the Confidentiality and conflict of interest declaration.

- Familiarise themselves with the State Service Code of Conduct.

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[83] SoD-Setting Examiner-2022-TASC
[84] SoD-Critic-Exam-Papers-2022-TASC
[85] TASC Exam Development Timeline
[86] TASC Setting Examiner and Exam Critic Handbook_2025
[87] 2024 Exam Progress Tracker
[88] Congratulations – Exam Critic Confirmation – Chemistry (CHM415115)_Redacted, Congratulations – Setting Examiner Confirmation – English as an Additional Language or Dialect (EAL315120)_Redacted

- Complete the New Employee Starter Pack (if they have been employed with TASC or DECYP in any capacity during the past 12 months, it is only necessary to complete this document if it needs updating).

6.9   We understand that no formal training is provided to the Setting Examiner/Exam Critic by TASC or DECYP.

6.10   For Setting Examiners, TASC outlines they will be in contact with the following documents: the written exam first draft instructions, current course document, a link to External Assessment Specifications, feedback from the previous year's marking team for the previous year's exam and an indication of timeframes. They also attach a copy of the TASC Exam Development Timeline.

6.11   For Exam Critics, TASC outlines they will be in touch with the following documents: the first draft of the exam paper, a link to the External Assessment Specifications, feedback from the Marking team on the previous year's exam and an indication of timeframes. They also attach a copy of the TASC Exam Development Timeline.

Stage 0: Development of the first draft

6.12   We conducted a review of the documents provided (refer to Appendix 1) relating to Stage 0 of the TASC exam development process.

6.13   The Setting Examiner is responsible for preparing the exam paper and marking guide in accordance with the current course document, the guidelines for external assessment and any other guidelines provided by the Office of the Tasmanian Assessment, Standards and Certification (TASC)[89].

6.14   ████████████████████████████ first drafts of exam papers are sent to TASC from Setters between January and April. This aligns with the TASC Exam Development Timeline that states Setting Examiners should provide the first draft of the exam to TASC by the end of April. Once received by TASC, the TASC Assessment Team will download this version onto the applicable MS Teams Site into a folder'[90]. Once the first draft is downloaded, the Assessment Team will format the content provided into the official exam booklet, ready to be distributed to the Exam Critics in Stage 1. This re-formatted version becomes the first draft that is reviewed in Stage 1.

Stage 1: First Draft

6.15   We conducted a review of the documents provided (refer to Appendix 1) relating to Stage 1 of the TASC Exam Development Process.

6.16   Once the First draft has been received and re-formatted by TASC, it's issued to Exam Critics for review via Microsoft (MS) Teams and by post. This occurs at least two weeks before the scheduled Critic Meeting[91]. Versions of the first draft of the exam, as well as the feedback forms returned from the Setting Examiner and Exam Critics are kept in an MS Teams folder online and the files are named accordingly on the MS Teams' site[92].

6.17   The Exam Critic is responsible for reviewing the first draft of the exam paper using the document 'Critique of Exam Paper – First draft'[93] and then returning this document to TASC along with all additional documentation. This should occur within two weeks of receiving documentation (before the scheduled Critic Meeting). This feedback is then provided to the Setting Examiner during the Critic Meeting.

6.18   The Exam Critic provides suggested changes directly onto the exam paper and completes all sections of the document 'Critique of Exam Paper – First draft'. The document requires them to consider the following topics: Course Coverage, Equity and Access, Gender Equity, Diagrams (if applicable), Stimulus Material, Criteria being assessed and Structure and Layout. Space is also provided for Exam Critics to note down critical errors in the exam paper as well as other comments.

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[89] SoD-Setting-Examiner-2022-TASC
[90] Refer to Appendix 1, Items 112, 165, 166, 167, 168, 169, 217, 253, 254, 255, 256, 257, 258, 289, 237, 391, 392
[91] TASC Setting Examiner and Exam Critic Handbook_2025
[92] Refer to Appendix 1, Items 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 128, 129, 130, 131, 132, 133, 134, 135, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 230, 231, 232, 233, 234, 235, 274, 275, 276, 277, 278, 300, 301, 302, 303, 304, 305, 306, 307, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351 and 352.
[93] 2025 Critic FIRST DRAFT Review Booklet

6.19   A space exists at the end of the document for the Exam Critic to date and sign the document. The document also requests that the Exam Critic complete the draft exam paper and note the time taken to produce acceptable answers. An Exam Critic is also expected to provide solutions to questions on the exam paper. The solutions/marking guide/assessment matrix/marking rubric or tool developed by the Setting Examiner is not provided to the Exam Critic during their review of the first draft to allow for the Exam Critic to prepare their own answers.

6.20   Standard practice is to have two Exam Critics per course however, this does not always occur due to a lack of applicants.

6.21   ████████████████████████████ complete the exam paper themselves although there seemed to be a discrepancy in understanding regarding whether this is an official requirement of TASC in the respective role.

6.22   The Setting Examiner also appears to conduct their own review of the first draft, using the 'Exam Paper – First Draft feedback form'[94]. The document requires them to consider the following topics: Course Coverage, Equity and Access, Gender Equity, Diagrams (if applicable), Stimulus Material, Criteria being assessed and Structure and Layout. Neither the TASC Exam Development Timeline or the TASC Setting and Examiner Handbook reference this review.

Stage 2: Critic Meeting

6.23   We conducted a review of the documents provided (refer to Appendix 1) relating to Stage 2 of the TASC exam development process.

6.24   The Critic Meeting is scheduled by TASC to occur in June or July with TASC confirming and announcing the meeting date in May[95]. It is typically held as a physical meeting at TASC however, Exam Critics and Setting Examiners can also participate virtually via MS Teams. ████████████████████████ approximately "40 Critics Meetings" are scheduled during this time and that sometimes there is a "whole week of Critics Meetings with the team helping with those" that week.

6.25   A████████████████████████ whilst Exam Critics are required to return their feedback before the Critics Meeting, this doesn't always occur. If the First draft feedback is received by TASC from the Exam Critic before this date, they make any formatting changes that are minor and that don't require course expertise (e.g. spelling mistakes, formatting feedback).

6.26   During the meeting, the Exam Critics and Setting Examiner are provided with a copy of the first draft of the exam paper, in addition to the Critique of Exam Paper Booklet[96]. The Setting Examiner and Exam Critics are left to review feedback provided by the Exam Critics, tracking any changes made themselves.

6.27   Generally, TASC aim to have a TASC representative sit in on the Critics Meeting at least for a portion of the meeting and track the changes for the Setting Examiners and Exam Critics, however this doesn't always occur. Upon conclusion of the Critics Meeting, the TASC Assessment team are provided with a written list of changes to be applied in the second draft. TASC applies these changes to the exam and ask questions if they're not clear about what needs to be actioned. The Second draft is then distributed to Setting Examiners and Exam Critics.

Stage 3: Second Draft

6.28   We conducted a review of the documents provided (refer to Appendix 1) relating to Stage 3 of the TASC exam development process.

6.29   Once the Second draft has been updated and re-formatted by TASC, it's issued to the Setting Examiner and Exam Critics for review via MS Teams and post. This occurs immediately after the Critic Meeting if possible and if no further formatting is required, no later than 3 working days after the Critic Meeting. Versions of the second draft of the exam, as well as the feedback forms returned from the Setting

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[94] 2025 Setter FIRST DRAFT Review Booklet
[95] TASC Setting Examiner and Exam Critic Handbook_2025
[96] TEMPLATE Critic Meeting Agenda CourseCode CourseName

Examiner and Exam Critics are kept in an MS teams' folder and the files are named accordingly on the MS team's site[97].

6.30   The Exam Critic is responsible for proofreading the second draft of the exam paper[98] using the document 'Exam Paper – Second Draft feedback'[99] and then returning this document along with the solutions/marking guide/assessment matrix/marking rubric or tool to TASC. This should occur within two weeks of receipt and no later than the third week in July.

6.31   The Exam Critic provides suggested changes directly onto the exam paper and completes all sections of the document 'Exam Paper – Second Draft feedback'. The document requires them to consider the following topics: Typographical, Criteria being assessed, Layout and Numbering, Diagrams, Marks and Instructions, Answer sheet/key/Marking Matrix/Marking Guide, Language and Structure and Layout. Space is also provided for Exam Critics to note down critical errors in the exam paper as well as other comments.

6.32   A space exists at the end of the document for the Exam Critic to date and sign the document. The document also requests that the draft exam paper is completed, and the time taken to produce acceptable answers is provided and that all answers supplied are reviewed to check for validity and consistency. It also requests that the Exam Critic provide the Setting Examiner with solutions to the exam paper if not already done so or if they have been revised.

6.33   The Setting Examiner is responsible for also proofreading the second draft of the exam paper using the document 'Exam Paper – Second Draft feedback'[100] and then returning this document along with the solutions/marking guide/assessment matrix/marking rubric or tool to TASC. This should occur within two weeks of receipt and no later than the third week in July.

6.34   The Setting Examiner provides suggested changes directly onto the exam paper and completes all sections of the document 'Exam Paper – Second Draft feedback'. The document requires them to consider the following topics: Typographical, Criteria being assessed, Layout and Numbering, Diagrams, Stimulus Material, Marks and Instructions, Answer sheet/key/Marking Matrix/Marking Guide, Language and Structure and Layout. Space is also provided for Setting Examiners to note down critical errors in the exam paper as well as other comments. A space exists at the end of the document for the Setting Examiner to date and sign the document. The document also requests that revised solutions are provided it not already done so and that all answers supplied are reviewed to check for validity and consistency.

6.35   ████████████████████████ the objective of the second draft review is to check that all changes from the Critic Meeting have been actioned properly and to review the exam again to find any other issues that may have been missed during the first draft review. The Setting Examiner and Exam Critics are not provided with their mark ups from the First Draft or Critic Meeting during this time.

6.36   We understand that the Second Draft is generally the last stage of the TASC exam development process that Exam Critics are involved in.

Stage 4: Final Draft and Setting Examiner Sign-Off

6.37   We conducted a review of the documents provided (refer to Appendix 1) relating to Stage 4 of the TASC exam development process.

6.38   The Final draft of the exam is then prepared by TASC to reflect the comments received from the Setting Examiner and Exam Critics. According to the TASC Setting Examiner and Exam Critic handbook this occurs "as soon as practicable"[101]. The TASC Exam Development Timeline states this occurs in July[102]. The final draft is then provided to the Setting Examiner for approval. Versions of the final draft and Setting

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[97] Refer to Appendix 1, Items 74, 75, 76, 77, 78, 79, 80, 81, 82, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 197, 198, 199, 200, 201, 202, 203, 204, 236, 237, 238, 239, 240, 241, 242, 243, 244, 279, 280, 281, 282, 283, 308, 309, 310, 311, 312, 313, 314, 315, 353, 354, 355, 356, 357, 358 and 359.
[98] SoD-Critic-Exam-Papers-2022-TASC
[99] 2025 Critic SECOND DRAFT Review Booklet
[100] 2025 Setter SECOND DRAFT Review Booklet
[101] TASC Setting Examiner and Exam Critic Handbook_2025
[102] TASC Exam Development Timeline

Examiners sign-off documents are kept in an MS Teams folder and the files are named accordingly on the MS team's site.

6.39 The Setting Examiner will then proofread the final draft of the exam paper against the external assessment specifications outlined before signing and dating the document 'TASC Examination Paper Final Approval by Setting Examiner'[103]. The document states that if signed, the Setting Examiner agrees to have carefully reviewed the final draft of the exam paper and that it can be printed subject to the editorial changes indicated being made (if any), and a marking guide/tool/matrix/key has been provided to TASC for the exam paper.

Stage 5: TASC Internal Check

6.40 We conducted a review of the documents provided (refer to Appendix 1) relating to Stage 5 of the TASC exam development process.

6.41 The TASC internal check is not formally documented in the TASC Exam Development Timeline or the TASC Setting Examiner and Exam Critics Handbook[104] but is documented in the 2024 Exam Progress Tracker.

6.42 This check occurs for all exams and is an additional proofreading check performed ██████████ ████████████████████████████████████ They complete this check for all exams. The whole process takes a few months due to the differing times each exam is received. Once the exam is received, it generally takes 1-2 days to review it. This proofreading check was previously performed ████████████ ███████████████████████████

6.43 According to the 2024 Exam Progress Tracker, ████████████████████████████████████ ████████ receives the exam paper after the Setting Examiner final sign-off meeting occurs. They are provided with hard copy versions of the exams and mark up the exams in pen (including leaving comments on the exam paper). They are provided with a document titled 'TASC Internal Exam Paper Checklist'[105] which requires them to complete checks such as: formatting, checking codes and course names are correct, mark allocations, wording and bolding is consistent, grammar, that exam specifications have been followed, exam structure details are correct and match the section/part, marks add up, bullet points align and spacing is consistent, blank pages are labelled, questions are not placed on the back inside of covers, question numbers are sequential, maths and science equations are formatted correctly, diagrams are complete and easy to read etc. A section also exists at the bottom of the checklist for them to add any additional comments or notes about the questions or exam paper.

6.44 ██ conducts the TASC internal check at their desk. Where possible they try to book a meeting room, but the nature of their role means this is not always possible. The location of their desk where they otherwise conduct the internal checks at can be loud and distracting. ████████████████████████████████████ needs to step away from their desk, the exams are secured in a lockable drawer. Once the review is completed, the exams are then returned to the TASC Assessment Team.

6.45 Our document review shows that once the TASC Internal Check is completed, a member of the TASC Assessment Team will review the changes made during the TASC Internal Check, perform their own review of the exam, consult the Setting Examiner (if required), and then update the exam.

6.46 The version reviewed during the TASC Internal Check and the TASC Assessment Team is saved to an MS Teams folder with the files labelled accordingly[106]. A new draft is then sent to the Deputy Director for their review.

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[103] Refer to Appendix 1, Items 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 205, 206, 207, 208, 209, 210, 245, 246, 247, 248, 284, 285, 316, 317, 318, 319, 320, 321, 362, 363, 364, 365, 366, 367, 368, 369, 370 and 371.
[104] TASC Setting Examiner and Exam Critic Handbook_2025
[105] Internal checklist
[106] Refer to Appendix 1, Items 106, 107, 108, 109, 110, 111, 158, 195, 160, 161, 162, 163, 164, 211, 212, 213, 214, 215, 216, 249, 250, 251, 252, 286, 287, 288, 323, 324, 325, 326, 336, 339, 373, 374, 375, 376, 385 and 386.

Stage 6: Deputy Director sign-off

6.47   We conducted a review of the documents provided (refer to Appendix 1) relating to Stage 6 of the TASC exam development process.

6.48   The Deputy Director sign-off is a final review and approval by the Deputy Director at TASC of the exam. This check occurs for all exams and occurs after the TASC Internal Check but before Final Review and Printing. Changes are often required at this stage and ███████████████████ the Setting Examiner is notified and consulted about these changes before they are made to the exam.

6.49   The version reviewed and approved by the Deputy Director is saved to an MS Teams folder and are labelled accordingly[107].

Stage 7: Final Review and Printing

6.50   We conducted a review of the documents provided (refer to Appendix 1) relating to Stage 7 of the TASC exam development process.

6.51   Once final approval is received by the Deputy Director, TASC provides an electronic copy of the exam to the printers. The printer's proof copy of the exam is then reviewed by TASC and the Setting Examiner and if required, changes are made, and a new proof is printed and reviewed again. Once the print proof is checked and approved by the Setting Examiner, the exam is approved for printing ready for students. This stage is completed by September (however this may change, and specific dates are determined and advised by TASC each year)[108].

6.52   The Setting Examiner will then review the exam again. ██████████████████████████ often complete the exam paper again to check there are no errors, however it has not been specified whether this is a requirement at this stage of the exam development process. ██████████████████████████ Setting Examiner's do not have access to previous drafts and are unable to verify against previous drafts that the required changes have been made in the final version. Changes made during the Final Review and Printing stage are generally done using scanned pdf versions from the Setting Examiner, though on occasion a Setter will provide change requests to TASC via a phone discussion or email depending on timing and capacity of staff.

6.53   Whilst reviewing the documents relating to the Final Review and Printing, we identified that no mark ups existed on these copies and that a sticker can be found for proof approval (e.g. signature, date, whether it can be printed or whether a new proof is required) but are not signed. We confirmed with TASC that the sticker has only ever been signed on the version that is sent back to the printing vendor and that TASC no longer possesses these copies. We were therefore unable to verify whether sign off had or had not occurred.

6.54   ██████████████████ conflicting reports as to whether the Setting Examiner reviewed the Print Proof online or as a hard copy. Some █████████████ advised us that the Print Proof was only able to be reviewed online and emphasised that it's important t██████ see this on exam paper to complete their review properly. ████████████████████████ the Printer's Proof is signed off by the Setting Examiner virtually but is also mailed out to the Setting Examiner as a hard copy. We were informed that an in-person meeting existed before the COVID-19 pandemic, but the process has not reverted back since then.

6.55   The versions relating to the Print Proof are saved to a MS Teams Folder and the files are labelled accordingly[109]

6.56   We understand that Exam Critics are not involved in the Final Review and Printing of the exam.

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[107] Refer to Appendix 1, Items 54, 55, 56, 57, 58, 59, 60, 61, 62, 122, 123, 124, 125, 126, 127, 180, 181, 182, 183, 184, 185, 229, 270, 271, 272, 273, 296, 297, 298, 299, 337, 340, 387, 388, 389 and 390.
[108] TASC Setting Examiner and Exam Critic Handbook_2025
[109] Refer to Appendix 1, Items 113, 114, 115, 116, 117, 118, 119, 120, 121, 170, 171, 172, 173, 174, 175, 176, 177, 178, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 290, 291, 292, 293, 294, 295, 328, 329, 330, 331, 332, 333, 334, 335, 393, 394, 395, 396, 397, 398, 399, 400 and 401.

Appendix 4: Comparison of Exam Development Process between states

Body	Roles involved in process	Role Description	Selection Requirements	Remuneration
TASC[110]	Setting Examiner[111]	• Prepare the exam paper and marking guide in accordance with the current course document, the guidelines for external assessment and any other guidelines provided by the Office of the Tasmanian Assessment, Standards and Certification (TASC). • Review the feedback from critics regarding the compliance of the first draft of the paper against the external assessment specifications. • Determine the final draft of the exam paper against the external assessment specifications outlined. • Check the examination paper after it has been printed. • Advise of any specific stationery requirements or other materials that will need to be provided to students for the exam (e.g. graph paper, maps). • Be available during the scheduled exam time and advise on issues arising during the assessment and resulting process.	• Demonstrated high-level knowledge and extensive experience teaching the subject areas to be externally assessed. • High-level understanding of contemporary assessment practices and demonstrated experience in creating effective assessment materials. • Ability to produce written communications with a high degree of accuracy and clarity and the capacity to deliver in agreed timeframes. • Ability to work using contemporary IT systems and platforms. *Essential:* Current Tasmanian Registration to Work with Vulnerable People (Registration Status – Employment) *Desirable:* Minimum 5 years teaching experience in the relevant subject area.	<u>Payment (from 1 July 2024)</u> • 3-hour exam and a basic-level setting task - $1,309 • 3-hour exam and a complex-level setting task - $1,870 • 2-hour exam and a basic-level setting task - $935 • 2-hour exam and a complex-level setting task - $1,309 • 3-hour exam plus the text for an aural exam, and a basic-level setting task - $1,496

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[110] Sessional staff payments - TASC
[111] SoD-Setting Examiner-2022-TASC

Body	Roles involved in process	Role Description	Selection Requirements	Remuneration
	Exam Critic[112]	• Review the first draft of the exam paper and provide a report (a proforma will be provided). • Undertake the draft exam paper and note the time taken to produce acceptable answers. Provide solutions to questions on the exam paper. • Provide Setting Examiner(s) with suggestions for improvement. Feedback must be specific may suggest alternative questions for consideration by the Setting Examiner(s) • Discuss the first draft of the paper with the Setting Examiner(s) • Proofread the second draft of the paper and update solutions if required.	• Demonstrated high-level knowledge and extensive experience teaching the subject areas to be externally assessed. • High-level understanding of contemporary assessment practices and demonstrated experience in creating effective assessment materials. • Ability critique and frame effective feedback that supports high-quality assessment materials. • Ability to work using contemporary IT systems and platforms. *Essential:* Current Tasmanian Registration to Work with Vulnerable People (Registration Status – Employment) *Desirable:* Minimum 5 years teaching experience in the relevant subject area.	Payment (from 1 July 2024) • 3-hour exam and a basic-level setting (critiquing) task - $374 • 3-hour exam and a complex-level setting (critiquing) task - $561 • 2-hour exam and a basic-level setting (critiquing) task - $280.50 • 2-hour exam and a complex-level setting (critiquing) task - $411.40 • 3-hour exam plus the text for an aural examination, and a basic-level setting (critiquing) task - $467.50
NESA[113]	Chief Examiner	The Chief Examiner chairs the exam committee and has responsibilities in the marking and standards-setting process. As Chair of the exam committee, the Chief Examiner ensures that: • The exam paper conforms to NSW Education Standards Authority (NESA) principles and is of high quality. • The marking guidelines are appropriate. • The final version of the exam paper is accurate.	All applicants are expected to demonstrate: • Appropriate qualifications and experience as a teacher of HSC students or first year tertiary students in the relevant subject. Preference may be given to applicants who have taught the HSC course in the last 3 years[114]. • High-level knowledge of the relevant HSC syllabus. • The capacity to apply NESA principles to the development of examinations and marking guidelines.	Payment structure 6 – 8 meeting days • $3,638 9 – 11 meeting days • $3,668 12+ meeting days • $3,697 Allowances • Chief Examiners receive a payment for attendance at their

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[112] SoD-Critic-Exam-Papers-2022-TASC
[113] NESA website - https://www.nsw.gov.au/education-and-training/nesa/about/employment/hsc-exam-development#toc-hsc-exam-development
[114] Deloitte understands that this means applicants can have appropriate qualifications and experience as a teacher of HSC students or as a teacher of first year tertiary students.

Body	Roles involved in process	Role Description	Selection Requirements	Remuneration
		The Chief Examiner guides the supervisor of marking and senior markers in the development and validation of the marking kit. The Chief Examiner: • Signs a declaration that each question or task will achieve valid and reliable results. • Completes a written report to the Standards Committee. • In some cases, attends a meeting with the Standards Committee, usually in late November or early December.	• Additional professional experience (for example, a trade). • High-level oral and written communication skills. • The capacity to work in a team to deliver education materials to specified deadlines. • The capacity to provide leadership to the exam committee during the preparation of the exam and marking guidelines. • The ability to manage the work of the committee and meet deadlines.	marking centre. This is currently $925. • Metropolitan Chief Examiners are paid a travel allowance. • Non-metropolitan Chief Examiners are reimbursed for travel and other expenses. • A flat rate of $371 is paid to Chief Examiners who develop multiple exam papers for one course.
	Exam Committee Member	Exam committees develop the exam paper and marking guidelines. Where possible, each exam committee has a balance of secondary teachers and tertiary educators. Committees will also have a representation from government and non-government schools and gender balance, where this is feasible.	All applicants are expected to demonstrate: • Appropriate qualifications and experience as a teacher of HSC students or first year tertiary students in the relevant subject. Preference may be given to applicants who have taught the HSC course in the last 3 years[115]. • High-level knowledge of the relevant HSC syllabus. • The capacity to apply NESA principles to the development of examinations and marking guidelines. • Additional professional experience (for example, a trade). • High-level oral and written communication skills. • The capacity to work in a team to deliver education materials to specified deadlines.	<u>Payment structure</u> 6 – 8 meeting days • $1,364 9 – 11 meeting days • $1,377 12+ meeting days • $1,388 <u>Allowances</u> • Metropolitan committee members are paid a travel allowance. • Non-metropolitan committee members are reimbursed for travel and other expenses. • A flat rate of $371 is paid to committee members who

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[115] Deloitte understands that this means applicants can have appropriate qualifications and experience as a teacher of HSC students or as a teacher of first year tertiary students.

Body	Roles involved in process	Role Description	Selection Requirements	Remuneration
				develop multiple exam papers for one course.
	Assessors	Teachers with recent experience teaching a course assess and comment on the draft exams prepared by the exam committee. Assessors provide an independent assessment of the exam paper. This involves evaluating and commenting on the paper as a subject expert and as an experienced teacher. Assessors provide responses to the draft exam paper and advice to the exam committee about the appropriateness of exam questions.	In general, a minimum of 3 years recent experience teaching Year 12 is considered sufficient. Applicants must have the necessary experience to assess the exam papers. Preference may be given to applicants who: • Have taught the HSC course in the last 3 years. • Can demonstrate an understanding of the principles and practices that apply to exam development.	Assessors receive a fee (approximately $276 per course) and travel allowance.
VCAA[116]	Exam Panel Chair	The Exam Panel Chair leads the examination development panel's writing and preparing the examination questions and structure, marking guide and any accompanying documentation for the external examination of a VCE study. They work with the VCAA Examination Development Manager to coordinate and lead examination development panel meetings and workshops, ensure adherence to VCAA briefs, expectations and timelines, and co-ordinate and oversee examination development panel responses throughout the reviewing and production processes. The Examination Panel Chair is responsible for ensuring that the examination is accurate, valid, high quality, conforms to the examination specifications and is consistent with the requirements of the study design. The Examination Panel Chair is expected to respond promptly to any queries raised	The Examination Panel Chair will: • Have a detailed knowledge of the VCE curriculum and assessment policy and the relevant VCE study design (or equivalent). • Have experience and expertise in assessment practices appropriate to the study area. • Have excellent proficiency in the language, if applying for a role with the languages. • Have excellent communication and interpersonal skills. • Initiate and maintain effective relationships with internal and external stakeholders at peer or senior levels. • Manage the panel's response to reviewers' feedback, including engagement with internal and external stakeholders.	Not stated

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[116] VCAA website - https://www.vcaa.vic.edu.au/about-us/find-out-how-get-involved-examination-development

Body	Roles involved in process	Role Description	Selection Requirements	Remuneration
		about the examination paper and marking guide, including by various reviewers during the reviewing and production process, and from the Chief Assessor after the examination has been sat.	• Answer queries in a timely manner, with clear justification provided for decisions. • Provide specialist advice, including leadership and guidance to other specialists in the field. • Attend training sessions as required. • Be available throughout the writing, reviewing and production process, as well as during in the marking period. • Provide reviews on the performance of the examination development panel.	
	Exam Panel Member	Examination panel members contribute to the development of an external examination for a VCE study by writing questions, marking guides and any accompanying documentation. They are responsible for developing a high-quality examination that is accurate, valid, conforms to the examination specifications and that is consistent with the requirements of the VCE study design. Examination panel members are expected to attend training and briefing sessions, review all materials and attend scheduled panel meetings. Examination panel members also assist the Examination Panel Chair by responding to reports and queries from reviewers, and by proofreading and signing off the examination (as required).	Examination panel members will: • Have experience and expertise in curriculum and assessment practices appropriate to the VCE study area. • Have excellent proficiency in the language, if applying for the role with languages. • Have excellent communication and interpersonal skills. • Initiate and maintain effective relationships with internal and external stakeholders at peer or senior levels. • Answer queries in a timely manner, with clear justification provided for decisions. • Attend training sessions as required. • Be available throughout the writing, reviewing and production process.	Not stated
	Study Specialist Reviewer	The Study Specialist Review is a key element of VCAA's quality assurance processes for VCAA's examinations. Study Specialist reviewers provide expertise in the domain of the examination and confirm the accuracy of	The Study Specialist Reviewer will: • Have considerable expertise and appropriate qualifications in the subject.	Not stated

Body	Roles involved in process	Role Description	Selection Requirements	Remuneration
		the theoretical and technical content of the examination, and check that the examination is consistent with the requirements of the study design. Study Specialist Reviewers interrogate questions, answers, distractors and stimulus materials to ensure VCAA's examinations are valid, reliable and robust assessments of students' knowledge in a study area. They review the accuracy of the content, ensure questions are clear, concise and unambiguous, and at an appropriate level for the VCE study. They provide a written review of the examination, including feedback on the accuracy of content (including diagrams), wording of questions, level of demand, ability to discriminate across the ability range and weighting of different areas of the curriculum against the examination specifications. They provide answers and working for all multiple-choice and short answer questions, and for extended response questions they provide an answer plan.	• Be familiar with all aspects of the relevant VCE study design or VCE VET program and related curriculum material. • Have excellent proficiency in the language, if applying for a role with the languages. • Have excellent communication and interpersonal skills. • Provide study specialist leadership and guidance to other panel members. • Provide reasoning for any suggested changes for the examination panel to consider. • Be available during the reviewing period. • Provide additional quality assurance tasks, as requested.	
	Exam Sitter Vetter Reviewer	The Examination Sitter Vetter Reviewer is a key part of the quality assurance processes for VCAA's examinations. The Examination Sitter Vetter Reviewer undertakes the examination under the same conditions as students would, identifying potential issues from a student's perspective. They provide answers and workings for all multiple-choice and short answer questions, and for extended response questions they provide an answer plan. The Examination Sitter Vetter Reviewer provides a written review of the examination, including feedback on the clarity of questions, wording	The Examination Sitter Vetter Reviewer will: • Have relevant tertiary qualifications and considerable recent experience teaching/training in the study being examined at Units 3 and 4. • Be familiar with all aspects of the relevant VCE study design or VCE VET program and related curriculum material. • Have excellent proficiency in the language, if applying for a role with the languages.	Not stated

Body	Roles involved in process	Role Description	Selection Requirements	Remuneration
		and instructions, the accuracy of content, the level of difficulty, timing for students, and space allocated for responses.	• Have excellent communication and interpersonal skills. • Provide reasoning for any suggested changes for the examination panel to consider. • Be available during the reviewing period.	
	English as an Additional Language (EAL) Reviewer	The English as an Additional Language (EAL) Reviewer is a key part of the quality assurance processes for VCAA's examinations. The English as an Additional Language (EAL) Reviewer undertakes the examination under the same conditions as students would, identifying potential issues from a student's perspective. The VCAA appoints a panel of EAL reviewers. Members of the panel may be given a range of examinations to work on, therefore, applications are made by role rather than by study.	The panel of EAL reviewers will: • Have relevant tertiary qualifications and experience in TESOL. • Have considerable knowledge of the needs of EAL students. • Have excellent communication and interpersonal skills. • Provide reasoning for any suggested changes for the examination panel to consider. • Be available for the reviewing period. • Provide additional quality assurance tasks, as requested.	Not stated
QCAA[117]	External Assessment – Writing Panel	Writing panel members: • Work in teams to develop the external assessment instrument, sample responses, marking guides and associated materials following QCAA quality assurance processes. • Receive and act on professional advice from QCAA officers. • Maintain confidentiality and the security of all external assessment materials and writing panel processes.	To be eligible for the roles, applicants must: • Be registered with the Queensland College of Teachers (QCT) • Be teaching in a Queensland secondary school context and have experience in the senior phase of schooling. • Have successfully completed the following courses, which may be accessed at any time in the QCAA Portal in the Assessment Literacy application: - 1 – Attributes of quality assessment	Pay rate: $76.53 per hour

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[117] QCAA website - https://www.qcaa.qld.edu.au/senior/assessment/qcaa-assessors/external-assessment-writing

Body	Roles involved in process	Role Description	Selection Requirements	Remuneration
		• Maintain currency with developments in curriculum. • Undertake other tasks as required to support the development of quality external assessment.	- 2 – Developing valid and accessible assessment - 6 – External assessment writing • Obtain principal's agreement to support an application and release during school hours.	
	External Assessment – Scrutiny Panel	Scrutiny panel members: • Respond to the instrument under assessment conditions similar to those that will apply when students complete the assessment. • Provide expert subject matter advice about the validity and accessibility of the assessment instrument and the effectiveness of the marking guide as a tool for ensuring the reliability of student results. • Participate in scrutiny panel meeting/s and contribute to the panel's independent review of all assessment materials and synthesis of recommendations. • Maintain confidentiality and the security of all external assessment materials and scrutiny panel processes. • Undertake other tasks as required to support the development of quality external assessment.	To be eligible for the roles, applicants must: • Be registered with the Queensland College of Teachers (QCT) • Be teaching in a Queensland secondary school context and have experience in the senior phase of schooling. • Have successfully completed the following courses, which may be accessed at any time in the QCAA Portal in the Assessment Literacy application: - 1 – Attributes of quality assessment - 2 – Developing valid and accessible assessment - 6 – External assessment writing • Obtain principal's agreement to support an application and release during school hours. • Not intend to teach Units 3 and 4 to Year 12 students in the year the assessment will be used. This includes tutoring students or providing feedback on drafts and practice assessments. • Not be related to any person sitting the external assessment in the year the assessment will be used with Year 12 students.	Pay rate: $76.53 per hour

Exhibit 1: Exam paper error process flowchart

Exam paper error process

Potential error notification for investigation

- Exam Supervisor Coordinator notifies the External Assessment Team mobile of potential exam paper error based on feedback received from students currently sitting the exam

External Assessment team

Investigate

Contact Setting Examiner

- Assessment Program Officer to contact the Exam Setter for confirmation of the error and recommendation of how best to advise students to proceed in answering the question

Notify Supervisor Coordinators

- External Assessment team to SMS and email all Exam Supervisor Coordinators to alert them to a potential error under investigation (MSG1 – SMS and email)
- No exam room announcement is required – students raising error to be advised to proceed with the remainder of the exam

If error is confirmed

TASC Deputy Director decision/noting

- **Inconsequential error**, not requiring exam announcement (*includes any errors identified after first hour of exam time*)
  OR
- **Confirmed significant error**, requiring exam announcement

Decide

Instructions to Supervisor Coordinators

- [email address] to send appropriate template email (either MSG2.1 or MSG2.2) to all Exam Supervisor Coordinators
- External Assessment to SMS all Exam Supervisor Coordinators to alert them to instructions and actions to take

Share

Further notifications

- DD to notify the Director Education Regulation and discuss relevant stakeholders to notify as required, including the Minister's Office, School sector heads, AEU, Principals and TLOs
- Communications Manager to notify DECYP Media and Communications Unit and prepare to answer any media enquiries
- Assessment Program Officer to make initial contact with the course Marking Coordinator to advise of the error and need to work with TASC to develop a marking approach

During/at end of exam

Assess implementation of student instructions / impact on students

- Assessment team to record the error and the impact on students in the External Assessment Issues Register
- Exam Supervisor Coordinators to advise [email address] of any issues/delays in providing the instructions to students and/or significant student concerns
- These will be taken into account as part of the development of the marking process to apply to the question with an error and inform the approach to inspections that refer to the impact of an exam error

Before marking starts

Develop marking approach

- Assessment Program Officer to advise Marking Coordinator of any issues at particular exam centres and support them to develop a marking approach (considering approaches used in previous years to ensure consistency)
- DD to approve the marking approach provided for clearance by the Assessment Program Officer

Complete marking

- Marking Coordinator to advise Markers of consistent marking approach to apply
- Markers to mark the exam papers using the approved marking approach
- Marking Coordinators to conduct spot checks of papers to ensure approach has been correctly applied
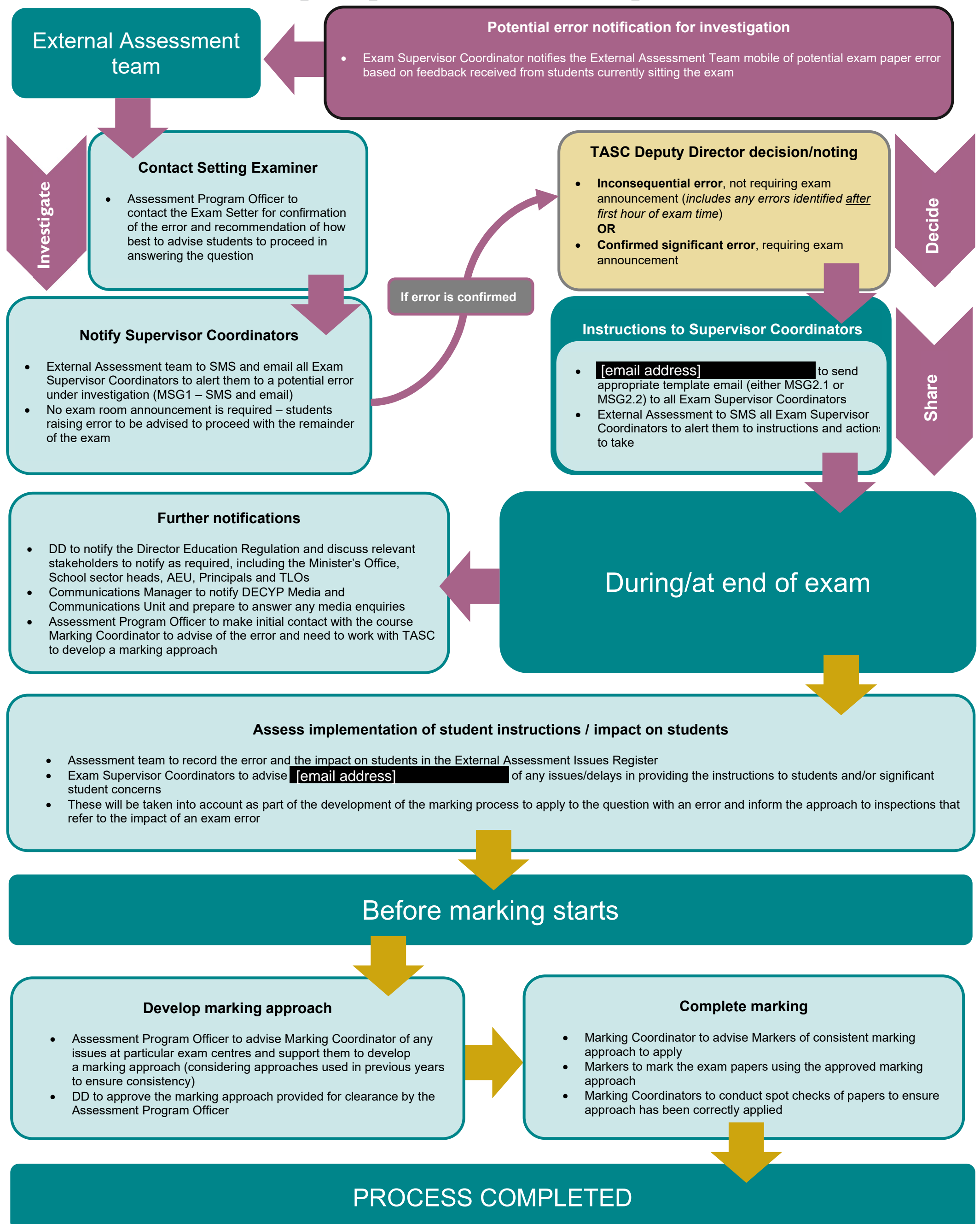
PROCESS COMPLETED

Exhibit 2: TASC Exam Development Timeline

TASC Exam Development Timeline

Note: Specific dates are determined by TASC each year

Critic Meeting

TASC
Schedules the Critic Meeting to occur in **June or July**.

TASC
Confirms and announces the meeting date in **May**.

Final Draft

TASC
Prepares final exam draft accordingly. Forwards updated exam to Setting Examiners for approval.

Setting Examiners
Review & approve final draft. Return exam to TASC for final Deputy Director approval.

Printing

TASC
Exam papers printed ready for distribution to exam centres (copy for each candidate).

APRIL | **MAY – JULY** | **MAY – JULY** | **JULY** | **AUGUST** | **SEPTEMBER**

First Draft

Setting Examiners
Provide first exam draft to TASC.

TASC
Provides first draft to Exam Critics for review.

Exam Critics
Complete *Critique of Exam Paper – First draft* and return to TASC with all additional documentation.

Second Draft
(Following the Critic Meeting)

TASC
Provides second exam draft to Setting Examiners & Exam Critics.

Setting Examiners Exam Critics
Review second draft & return it to TASC along with solutions / marking guide / assessment matrix / marking rubric or tool / estimated marking time.

Must be returned within 2 weeks of receipt, and no later than the third week in July.

Final Review

TASC
Provides electronic copy of the exam to the printers.

TASC & Setting Examiners
Review the printers proof copy of the exam.

If required, changes made for new proof.

TASC
TASMANIAN ASSESSMENT, STANDARDS & CERTIFICATION