# Government of South Australia LogoSACE Board Logo2024 Community Connections Subject Assessment Advice

Overview

This subject assessment advice, based on the 2024 assessment cycle, gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. It provides information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

If a video is flagged by markers/moderators as impacted by speed, schools will be requested to provide a transcript and markers/moderators will be advised to mark/moderate based on the evidence in the transcript, only considering evidence up to the maximum word limit (e.g. up to 2000 words for AT3).

If the speed of the recording makes the speech incomprehensible, it affects the accuracy of transcriptions and it also impacts the ability of markers/moderators to find evidence of student achievement against the performance standards.

The Subject Renewal program has introduced changes for many subjects in 2025; these changes are detailed in the change log at the front of each subject outline. When reviewing the 2024 subject assessment advice, it is important to consider any updates to this subject to ensure the feedback in this document remains accurate.

# School Assessment

Teachers can improve the moderation process and the online process by:

* using the AT1: Folio Cover sheet to provide context for the variety of tasks and subject area being used
* uploading any teacher materials to provide context for the way the subject was utilised, such as the Planning flowchart or task sheets
* using section headings or signposting to indicate different tasks within a combined file
* Clearly identifying the stage 2 subject related to the learning tasks.

Assessment Type 1: Folio (50%)

For this assessment type, students provide evidence of learning from the completion of at least two tasks for a 10-credit subject, or four tasks for a 20-credit subject. Tasks and evidence should show specific learning requirements from the selected Stage 2 subject, and addresses their development of:

* knowledge and concepts related to the selected Stage 2 subject
* specific skills related to the SACE Stage 2 subject
* this assessment type must show evidence of students’ learning in relation to the assessment design criteria Knowledge and Understanding (KU1, KU2).

Teachers can elicit more successful responses by:

* encouraging multimodal responses and evidence, to allow demonstration of the relevant skills or knowledge
* encouraging student agency and the design of tasks to be student led, to allow students to develop the skills and knowledge they are interested in
* using an intentional and balanced assessment of KU1 and KU2 across the Folio tasks
* ensuring students have adequate opportunity to demonstrate skills and knowledge through the AT1: Folio, particularly when converting students from other SACE subjects. Some students were limited by the division of one larger task being divided into three or four smaller ones, resulting in a lack of evidence of the student’s development of skill or learning
* finding a good balance of ‘traditional’ standalone assessments focussed on the technical aspects of the subject, mixed with innovative approaches that allow students to develop other skills, such as including video presentations and assessments that build and connect to each other throughout the subject.

The more successful responses commonly:

* provided multiple forms of evidence of how the student met the knowledge and skills from the SACE subject
* utilised multimodal evidence of practical application such as videos, annotated photographs and multimodal presentations that demonstrated clear development of knowledge and/or skills. For example, practical subjects demonstrated this through annotated images including Hospitality, Physical Education, Agriculture or Music/performance practicals
* drew upon a wide range of subject-based tasks to effectively showcase a range of knowledge and/or skills. For example, through research tasks from Science as a Human Endeavour tasks, Contemporary Issues Tasks, or what would have been a major investigation such as a Resource Study in Material Solutions
* were able to provide descriptions or analysis in non-practical subjects. The work that was submitted for these students had been tailored to represent their highest levels of achievement throughout the year. This could have been through the adjustment of original tasks, or the selection of key tasks that the student performed well in
* included evidence of reflection or analysis of their performance (e.g. self-evaluation, peer feedback etc).

The less successful responses commonly:

* were excessively scaffolded, limiting demonstration of deep knowledge or skill development
* featured checklists as evidence of learning with no additional context or evidence to support achievement or completion
* featured very basic or little primary evidence of the skills and knowledge that the student was learning
* included tasks with limited context or description. This made it difficult to understand what the student was providing evidence of and the growth in their understanding and/or skill development
* included simplistic, short paragraphs in a PowerPoint, alongside a limited description and limited evidence of application of skills by the student in a photograph or image
* included a large task divided into smaller tasks, which reduced the student’s ability to develop or show evidence of development of skills and knowledge.

Assessment Type 2: Reflection (20%)

Students reflect on the development of knowledge, concepts and skills related to the selected Stage 2 subject, as well as the development of their planning, organisational, problem solving and decision-making skills through their AT3: Community Application Activity. Lastly, students consider the development of their selected SACE capability using evidence of actions taken.

For this assessment type, students provide evidence of their learning in relation to the assessment design criteria Reflection and Consideration (RC1, RC2, RC3).

Teachers can elicit more successful responses by:

* ensuring they are marking against the correct performance standards
* guiding students to reflect on what they have learnt, and skills they have developed, rather than recount actions taken
* empowering students to consider capabilities in the broadest sense considering multiple entry points including (but not exclusively) the [SACE Specific Capabilities](https://www.sace.sa.edu.au/innovating/capabilities-learner-profile/sace-capabilities), Elements, Organizing Elements, Technical Skills, Transferrable Skills, Core Skills For Work, Career Development Competencies and others.

The more successful responses commonly:

* considered what they were lacking in regard to understanding and skills, and how they could further develop such understanding and skills
* listed specific issues that they ran into, and discussed how they overcame these in order to be successful
* provided evidence of how the planning, organisation and problem solving that they undertook assisted (or did not) their completion of the activity
* clearly articulated how their knowledge, understanding and skills evolved throughout the course, and connected this to their community application activity
* clearly evaluated the development of new knowledge and skills, and how they might relate to future pathways
* when reflecting on a group activity, included an evaluation of the group processes including group life and group roles and a discussion of the effectiveness of decisions made.

The less successful responses commonly:

* relied on scaffolding to answer closed or limited response questions. This limited student opportunity to demonstrate at higher grade levels
* recounted or summarised only the Community Application Activity without addressing the relevant subject-specific knowledge and skills highlighted in AT1, often focussing on what they did with limited reflection on their successes
* provided a recount of what issues they ran into and what they did to solve the problem, with limited evidence of reflection on the appropriateness, or success of the decisions
* featured broad and general statements of a capability developed without expanding on how it was developed. In such responses, understanding of the capability was superficial, or relied on rewording of the capability description
* missed the opportunity to demonstrate RC3.

# External Assessment

Teachers can elicit more successful responses by:

* encouraging students to provide evidence in a mode that best shows *demonstration* of skills, knowledge, planning and organisation. Screenshots, photographs, video, planning documents and annotation allow for students to demonstrate their activity and their outcome in a concise and more effective way. When relying on written format, there is limited scope for demonstrating evidence as much of the word count is taken up describing the task
* providing students the opportunity to plan or negotiate an activity that takes them beyond the classroom, along with elements of independent planning, organisation, and community connection.

Assessment Type 3: Community Application Activity (30%)

This assessment is designed by the student. Students connect their community application activity to a community context. They take and apply the knowledge, skills, and understanding of the aspect or area of interest to a community context. Students must demonstrate the assessment design criteria Application and Connection — AC1, AC2 and AC3.

In 2024, the student work in the AT3: Community Application Activity had stronger evidence of the assessment design criteria with planning showing more evidence than previous years.

The more successful responses commonly:

* featured a community application activity that was of personal interest for the student, that provided scope for the student to make decisions, plan and organise. Such responses used demonstrated evidence of the community project beyond description or statement, such as photographs, flyers, etc.
* articulated how the skills developed during the learning activities of a subject were transferable and applicable to the Community Activity
* demonstrated comprehensive and systematic planning and organisation by utilising tables, images, and timelines to show the actions taken
* discussed the development of their selected capability or capabilities during their community application activity with examples of how it evolved
* explicitly articulated the benefits the student personally gained from their community application activity and the wider community
* made connections between the activity and its benefits to the community (e.g. how this activity could bring additional tourism, supporting younger students understand a concept)
* featured strong community involvement and connection. This was demonstrated in ways such as clear identification of community members in planning documents or correspondence.

The less successful responses commonly:

* relied solely on a pre-existing or prescribed task within the classroom, limiting demonstration of evidence of planning, or connection to community
* provided little indication of the role of the individual student in the decision making, or planning in a collaborative activity
* relied on an over-scaffolded task or activity, limiting demonstration of the assessment design criteria, specifically AC2 and AC3
* submitted an assessment task from another SACE subject with no tailoring and without considering of the assessment design criteria of Community Connections. Such responses showed demonstration of AC1, but reduced opportunity to address AC2 and AC3
* relied on a report format, recounting details of the activity without demonstrating evidence of the activity, limiting demonstration of the criteria
* did not include any discussion of capability development, therefore reducing opportunity to address AC3
* made tenuous connections to the community, e.g. explaining how a workplace or organisation benefits the community rather than the specific activity they undertook benefits the community.
* only included the product (e.g. a finished booklet or PowerPoint presented to the class) and ignoring the planning and organising that went into its development.