# Government of South Australia LogoSACE Board Logo2024 Industry 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.

Across the Assessment Types for this subject, students can present their responses in oral or multimodal form, where 6 minutes is the equivalent of 1000 words. Students should not speed-up the recording of their videos excessively in an attempt to condense more content into the maximum time limit.

From 2023, 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

Assessment Type 1: Work Skills Portfolio

For this assessment type students undertake tasks that focus on knowledge, understanding and practical skills development related to an industry. For a 10-credit subject, students should provide evidence of learning from the completion of at least two tasks. For a 20-credit subject, students should provide evidence of learning from the completion of at least four tasks.

Students demonstrate evidence that shows specific learning from the industry context and addresses their development of:

* knowledge and concepts related to the selected industry area
* specific skills related to the industry area

Teachers can elicit more successful responses by:

* ensuring tasks are intentionally designed to align authentically with the Industry Connections Assessment Design Criteria, rather than adapting tasks from other SACE subjects to fit an Industry Connections framework. Students currently enrolled in another SACE subject who are considering transferring or converting may find Community Connections a more suitable option
* creating tasks that support students to build their knowledge, skills, capabilities through an iterative process of development, evidenced with a clear focus from one task to the next
* including tasks that enable students to apply and demonstrate their learning in ways that leverage their strengths while fostering connections to specific industry skills
* encouraging practical application of skills and concepts at appropriate levels for a student’s own context
* providing opportunities to engage in tasks that explicitly address subject-specific criteria. This includes purposeful and balanced engagement with both KU1 and KU2, (ensuring that neither is approached passively)
* providing students the opportunity to tailor and engage with genuine experiences that can also link to their own needs and goals, when possible, rather than relying solely on teacher led or defined experiences
* including opportunities for students to demonstrate their application of the Performance Standards to higher levels through either written or multimodal responses.

The more successful responses commonly:

* showed a specific industry focus for the student
* had students demonstrate their conceptual knowledge and skills by supporting this knowledge with practical or contextualized examples across the tasks
* demonstrated a genuine and successful connection to pursuing industry knowledge in their context
* demonstrated the student taking available opportunities to explore the task to their context supporting personal connection and through this deeper engagement visible towards the performance standards
* articulated their own growth through the tasks in their journey connecting with industry skills, knowledge, and concepts
* had students provide either written, oral or multimodal evidence of their knowledge/skills in action, supported by insightful analysis and commentary connecting to industry and relating to their ongoing development
* had students take the opportunity to share their own voice, rather than locking into a single mode or guide for presentation
* connected with industry specific concepts using KU1 which were then extended or applied when aligned with KU2.

The less successful responses commonly:

* had students lead into focusing on elements outside the scope of the subject. This was visible where learning experiences originally designed for other subjects had been transferred without sufficient revision
* used a single learning experience to inform both the AT1: Work Skills Portfolio and the AT3: Industry Project, meaning there was limited opportunity to develop a portfolio of evidence meeting the specific needs of each assessment type
* provided significantly more scaffolding within submissions than was required, making it difficult to find genuine examples of student created evidence
* asked students to follow a set of narrow instructions without providing opportunities to connect skill development with concepts learnt
* provided minimal evidence, without contextual information, supporting comments, or evidence of connection
* had students submitting identical evidence from a shared experience/experiences with minimal opportunities provided/taken for personalisation of the learning and skill development
* relied on superficial communication of abstract topics with little or no evidence or consideration of application or contextualisation.

Assessment Type 2: Reflection

For this assessment type students:

* reflect on the development of knowledge, concepts, skills, and new understandings related to the industry focus
* reflect on the development of their planning, organisational, problem solving and decisions-making skills through their industry project in AT3
* consider the development of their selected SACE capability, using evidence of actions taken.

For a 10-credit subject the reflection should be up to a maximum of 750 words if written or a maximum of 5 minutes of oral, or the equivalent in multimodal form. For a 20-credit subject the reflection should be up to a maximum of 1500 words if written or a maximum of 9 minutes of oral, or the equivalent in multimodal form.

Teachers can elicit more successful responses by:

* supporting students to view and use the AT2: Reflection as a connection between AT1 and AT3
* providing students the opportunity to present their reflection in an authentic manner, enabling students the opportunity to communicate their experiences with greater depth
* 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
* supporting students to unpack and understand the Capabilities (from an appropriate entry point) to a deeper level within the program, including their understanding of how they have grown and developed
* regulating use of prompting questions as a starting point within a discussion style, ensuring these questions support the students to extend and unpack their responses beyond merely telling.

The more successful responses commonly:

* had a purposeful connection to the program to reflect upon
* engaged at a practical level with industry skills and concepts as well as theoretical
* had an appropriate Industry Project to draw experience from for RC2. This supported them to clearly outline and reflect on the planning, organisation and problem-solving skills required to successfully complete their project
* were able to reflect on the development of, connection to and between industry specific knowledge, skills and understanding, beyond simply recounting tasks completed on a daily basis or attempting recall significant actions from a broad pursuit
* provided specific examples of where capabilities were applied and developed within their Industry Project and Work Skills Portfolio, beyond basic naming of a SACE capability, or generally stating the connection to a Performance standard descriptor
* provided connecting and supporting evidence based on their experiences when discussing each of the Performance Standards.

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
* communicated the task as a reflection on AT3
* were limited by the nature or scope of the AT3: Industry Project. Those relying only on Work Experience, School Based Apprenticeships, Training, or a teacher led group project(s), showed limited opportunities to build and reflect on planning and organising
* named capabilities but elaborated with general statements or prescribed elaborations only, rather than aligning specific experiences/examples of self
* relied on general prior industry experience and development (outside the Industry Connections program focus) to inform RC1 and RC3 but missed being able to communicate beyond a superficial level.

# External Assessment

Assessment Type 3: Industry Project

Students undertake a project and in doing so demonstrate planning, organisation, problem solving and decision-making skills appropriate to the project. For students already consistently immersed in industry, this may include a significant task they are responsible for. For this assessment type students individually select an area of interest or skill(s) relevant to their selected industry for individual focused development.

For this assessment type students:

* demonstrate relevant connections between the industry project, specific knowledge, and skills, and one or more chosen capabilities
* demonstrate planning and organisation to undertake the industry project
* connect benefits and future possibilities of the industry project to the industry and themselves.

The more successful responses commonly:

* had a strong connection to industry – including a clear link between the student’s career choice and their project
* were designed and led by the student
* used aligning pursuits or commitments (e.g. ongoing career pursuit, VET training as a whole, or ongoing employment in an apprenticeship etc) as a starting point to build a purposeful project suitable to develop the specific assessment design criteria
* were able to select a specific focus or a job role where students chose a project based in their current workplace, rather than simply continuing to complete their duties. This enabled students to better unpack specific learning and demonstrate planning, organisation, and skill development beyond what they already knew
* had students choose a project (or role) with a strong connection to industry, rather than everyone in the class undertaking the exact same experience with similar evidence sets
* had students take the opportunity to extend previously or recently developed knowledge/skills and apply them in an authentic ‘Industry’ manner
* communicated with clarity outcomes and processes as a way to demonstrate connections to knowledge skills and capabilities
* included thoughtful connections to future possibilities. This included relevant connections between the project and their aspirations, industry specific knowledge and skill and development of capabilities throughout the project
* identified planning and organisation as an integral part of undertaking the Industry Project. This included undertaking an iterative process of deciding on a project, brainstorming possibilities, planning for the task, trialling different options, and finally delivering on their project. This included utilising a variety of strategies for effective implementation of their work
* provided specific identification and discussion of capability, rather than relying on implied evidence from other actions/knowledge.

The less successful responses commonly:

* consisted of scaffolded questions more aligned to a recount or interview that did not support addressing the performance standards at any depth
* consisted of group tasks where the true role and work of the student was not identifiable and lead students to recount surface level interactions
* had teachers designing, planning, and organising the scope of the Industry Project, limiting the student’s opportunity to play a role and demonstrate these skills authentically or at high grade levels
* had teachers leading a discussion with the student, with little evidence of planning or organisation of an actual industry project. Such responses resembled a work experience or community learning reflection. These limited the student’s opportunity to build and address the specific Industry Connections performance standards
* had the project based entirely on broad experiences rather than a specific project (e.g. ongoing career pursuit, VET training, or ongoing employment in an apprenticeship etc) suitable for developing the specific Industry Connections assessment design criteria
* relied too heavily on the performance standards as scaffolding questions, limiting students’ opportunity to engage in enough depth with their own voice. This was particularly evident in connecting with AC3.

General

* Programs co-delivered with another subject, or students enrolled in another SACE subject who are considering transferring or converting, may find Community Connections a more suitable option. Industry Connections requires a targeted and intentional course design to maximize opportunities for students to develop their industry skills.
* The most successful students were clearly supported by their program to build their knowledge via a range of experiences in stages across the three assessment types, rather than relying on a limited activity or general ongoing experience.
* It was again positive to see connection between the three assessment types as an overarching program, however it is important that programs consider the opportunity for students to have a volume of learning to focus and progress across the tasks. Some students were limited by this and fell into providing variations of the same recount across assessment types 2 and 3.
* The more successful students in the course ensured they provided examples to substantiate statements or discussions relating to skill development.
* Where students are undertaking multiple Industry Connections subjects, it is important that students are supported with each program having a clear focus and sufficient distinct learning opportunities.
* Capability development (from an appropriate entry point) was best demonstrated when considered with personal connection and at project iteration rather than used as guidance for reflection.