# Government of South Australia LogoSACE Board Logo2024 Activating Identities and Futures 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.

To achieve at the highest level, students are required to demonstrate discernment, strategic thinking, and insight. Students who are required to follow similar or same approaches and sequencing of learning as their peers will limit their opportunities to demonstrate evidence at the highest level.

# School Assessment

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

* ensuring that all files submitted adhere to the SACE acceptable file formats. Teachers are reminder that live links on documents are not an acceptable file format. Rather, students are encouraged to engage in these modes for learning, and then capture evidence through videos, screenshots, image files or pdf files.

Assessment Type 1: Portfolio (35%)

In the Portfolio, students explore ideas related to a Learning Goal of personal interest. The Portfolio contains a collection of natural evidence of learning, which demonstrates the student’s journey towards their Learning Goal. This evidence should be an authentic collection of relevant material, and consider the strategies, perspectives, ideas, and feedback they have used or collected during their learning journey.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* Exploring (E1, E2, E3)
* Planning and Acting (PA1)

Teachers can elicit more successful responses by:

* approaching Activating Identities and Futures as a new subject, rather than an extension or revision of Research Project. Teachers are encouraged to review the distinct differences between the assessment design criteria and learning intentions to support their implementation
* supporting and encouraging students to demonstrate their evidence in ways that best suit them, while modelling or providing explicit instruction as required
* ensuring students use both feedback (*an evaluative response from another person regarding the process, product, and direction of learning to inform their decisions about what to do next*) and perspectives (*particular ways of viewing things that may be held by individuals or groups to increase depth and complexity of their understanding*)
* ensuring that students understand the relationships between perspectives and feedback while emphasising the distinct differences between the two concepts.

The more successful responses commonly:

* explored topics of genuine interest in ways that benefitted them and their overall development
* continually came back to the purpose of their learning goal, to either keep progressing in the same direction, adjusting their learning, or adjusting their learning goal as they develop their portfolio
* experimented with different methods to acquire information or make progress on their learnings
* collated and organised their learning in ways that made sense to the student
* made effective use of multimodal evidence, such as using images or artefacts to showcase significant steps involved and lightbulb learning moments
* used modes of communication and ways of thinking that worked for the student and their purpose, adapting structures or models of ways of learning if they were relevant and required
* used a variety and range of strategies, and particularly strategies that were meaningful to their approach
* challenged themselves to connect with people in the wider community for perspectives and feedback, often seeking opinions from experts or those with lived experience in the learning area they were trying to develop
* sought perspectives from multiple people for different purposes and discussed their learnings from this
* integrated natural examples of feedback and perspectives, including their responses to feedback and perspectives, showing their understanding of learning as a collaborative process
* demonstrated use of strategies, perspectives and/or feedback often in a cyclical way and showcased how they collectively impacted the progress of their learning
* utilised feedback outside of the teacher, often from a targeted and meaningful ‘other’ relevant to the learning experience.

The less successful responses commonly:

* simply collected information and displayed it, rather than linking how the information moved the learning forward
* had an imbalance of evidence dedicated to explaining why the goal or topic was selected. This limited opportunities for the student to show evidence about their learning journey and other assessment design criteria
* used a limited number or only one type of strategy across their learning. In these cases, the strategy was often research, interviews, or surveys, and approached with a similar purpose to the Research Project subject. This typically demonstrated using a strategy to complete a task, but not necessarily to intentionally progress the learning
* relied on filling out templates to complete tasks, which often did not contribute to the learning development
* relied too heavily on task-level feedback provided by the teacher. Students are encouraged to consider feedback broadly from others who may contribute meaningfully to the students specific learning progress
* mistook perspective as feedback, often not addressing feedback at all as a result. This limited the student’s opportunity to demonstrate PA1 at higher band levels
* prioritised the credentials of a person over their relevance to the learning in relation to gaining feedback from others. This limited the student’s opportunity to demonstrate ‘targeted’ feedback, an indicator of the upper bands of PA1
* dedicated substantial volumes of evidence to analysing reliability, credibility, and validity. This limited the student’s opportunity to demonstrate the relevant assessment design criteria for AT1. Student are encouraged to consider what ideas or concepts are relevant to their learning journey in relation to perspectives, feedback, and strategies.

Assessment Type 2: Progress Checks (35%)

In this assessment type, students discuss the progress of their learning in relation to their intended Learning Goal. Students use examples from their Portfolio as evidence of their progress and as reference points to evaluate the relative impact of strategies, perspectives; and/or feedback they have used at each point.

Student evidence for this assessment type may be written, oral, or multimodal. Examples from the Portfolio must be used to illustrate the student’s discussion. While progress checks should occur over the course, evidence for this assessment type is captured in two or more Progress Checks. The evidence provided for moderation should be authentic and not contrived or overly curated to a combined maximum of 1500 words if written, 10 minutes if oral, or the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* Planning and Acting (PA2, PA3)
* Appraising (A2)

Teachers can elicit more successful responses by:

* designing opportunities that encourage students to think beyond the value of the topic, emphasing how strategies, experiences and new knowledge may have helped to progress their learning
* encouraging student agency in the selection of strategies and decision making during the learning progress. This enables students to authentically engage in the progress check intentions and criteria
* planning for multiple progress checks at distinct points across the schedule for the subject. Having appropriate time between progress checks can provide students greater opportunities to explore and experiment with strategies and make progress on their learning
* reminding students that all evidence presented in their AT2: Progress Checks can be considered in the assessment, and that evidence in the appendices is still included in the maximum word count and/or time limit.

The more successful responses commonly:

* showcased strategies that were genuinely useful in managing their time and resources, often going beyond the use of checklists and timetables
* reflected upon or self-assessed their own project management and time schedules to highlight strategies that were most efficient
* provided specific examples and authentic evidence of how they strategically managed the time, specifically relating to managing risks and opportunities
* clearly linked any decisions made as a result of arising risks and opportunities, linking back to decisions or adjustments made in the management of resources and time
* included the thinking behind the use of strategies to manage their time and resources, showing clear demonstration of PA2 and the connection between the strategies and how they worked together to progress their learning
* succinctly showed the alternative ideas or directions they had considered before making judgements, and clearly articulated how these judgements assessed their learning progression through specific examples
* added new learning opportunities and experiences as their learning progressed
* used specific examples from their portfolio in articulating why they had made decisions, how learning built on other learning and how it progressed the student
* demonstrated authentic student agency in how they went about progressing their learning or achieving their learning goal
* discussed significant points of their overall learning journey beyond topic-related learnings or new information gained, emphasising the learning process itself
* clearly articulated what they know and what they needed to find out during reflecting on their learning development between progress checks
* regularly discussed the why and value of their strategies, perspectives, and feedback in addition to what those were
* focused on a few key decisions and strategies in-depth, allowing for deeper appraisal and insight
* if applicable to their learning experiences, included learnings from failures or less successful approaches to demonstrate judgement and decision making of what they plan to do next
* made effective use of multimodal formats of evidence from their portfolios, such as images, audio, and/or video. This provided students opportunity to ‘show’ examples and evidence of strategies and key points of their journey in different ways, allowing for richer discussion
* articulated ideas and plans clearly when presenting in an oral or interview format, without relying on prompting.

The less successful responses commonly:

* presented similar evidence in multiple progress checks, which limited opportunities to demonstrate genuine progress and growth in the learning development, decision making and use of strategies, perspectives, and feedback
* relied on templates of question and answer, limiting opportunities to demonstrate depth of thinking and connection to the overall learning journey
* relied solely on prompts or questions from the teacher when using oral or interview format. In some cases there was an imbalance between the teacher discussing and the student, limiting the student’s opportunity to demonstrate what they know and can show
* exceeded the word count or time limit, in some cases reaching the limit after one Progress Check
* dedicated significant evidence to recounting how they chose their learning goal, limiting their opportunity to demonstrate other criteria
* showed evidence limited to learnings of the topic chosen or what information was learned, without consideration of the broader experiences and learning journey
* showed evidence of a simple plan for their time, but did not go beyond an initial schedule, limiting opportunities to demonstrate PA2 at the upper band levels
* recounted actions, steps or research undertaken without linking to learning gained or broader decisions made
* stated that an opportunity progressed their learning without referring to their own response or actions taken
* relayed or discussed only a single strategy, limiting the opportunity to demonstrate deeper insight and appraisal
* stated the use of strategies without discussing the impact or purpose of what the strategy was used. This limits the student’s opportunity to demonstrate why the strategies or actions were chosen or why they were important to progressing the learning
* predominately discussed research or information collected at the expense of discussing the impact that this research had on their own learning progress
* relied on headings to address strategies, perspectives and/or feedback in disparate sections, limiting the opportunity to appraise how these aspects were connected to each other in the learning process
* presented evidence that followed a structure similar to the Research Project, often limiting demonstration to link the actions or research taken with the purpose of undertaking it.

# External Assessment

Assessment Type 3: Appraisal (30%)

In this assessment, students evidence their Output of Learning that showcases the progress to or attainment of their Learning Goal, appraising the value and purpose of the learning for themselves. They evaluate the impact of strategies, perspectives, and feedback, identifying the most significant contributing factor/s that supported the learning progress towards their Learning Goal and Output of Learning.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* Appraising (A1, A2, A3)

Teachers can elicit more successful responses by:

* approaching Activating Identities and Futures as a new subject, rather than an extension or revision of Research Project. Teachers are encouraged to review the distinct differences between the assessment design criteria and learning intentions to support their implementation
* guiding students to show evidence of their output in their evidence for AT3: Appraisal. The output must be evidenced in the appraisal but does not contribute to the word count. If the output is not directly evident in the submission, markers consider the indirect evidence of the output on face value, and determine if the indirect evidence is sufficient to provide context to continue marking
* providing evidence of the output either as a file attachment or referenced in the work. Teachers and students are reminded that live links are not on the list of acceptable file formats
* working with students to review what they initially knew about their learning goal at the beginning of the course to enable greater opportunities for students to consider how they may measure and appraise the extent of their learning progress
* guiding students in presenting evidence that aligns against all three assessment design criteria throughout the piece holistically, rather than sequentially or in isolation. Presenting evidence holistically enables for more opportunities for the students to consider how strategies, perspectives and feedback may connect to each other in progressing their learning.

The more successful responses commonly:

* clearly showcased evidence that the student was genuinely following their interests and pursuing something they were motivated to learn
* demonstrated evidence through a holistic approach. Students were able to address all assessment design criteria in an integrated fashion providing strong evidence linking back to their learning goal and output
* focused on individual learning experiences across their learning journey. This enabled students to appraise the value of these experiences with great insight through specific examples
* commented on the student’s own learning awareness, including development of communication, time organisation and the skills which helped them further their understanding of their own learning and metacognition
* showcased evidence and discussion related to the learning journey along the way, as opposed to the learning goal in isolation. This enabled students to delve deeper into what experiences taught them and how these guided their learning towards the learning goal
* intertwined specific learning experiences with aspects of their output, often highlighting how their learning progress and output benefited from these specific experiences, strategies, or actions. These responses often demonstrated A3 in clear, obvious ways
* discussed how strategies, feedback and/or perspectives impacted the learning journey using concrete and specific examples
* described strategic actions or change in direction that were not only responsive to feedback but also proactive. Such responses often showed evidence of regular tests, refinement, and adaptation to their approaches, demonstrating the ability to critically respond to feedback for enhanced outcomes
* critically appraised how feedback, strategies, perspectives directly advanced their learning and how it aligned with their learning goals
* discussed success measures as something that emerged or evolved from the learning development, going beyond measuring through a set of static, pre-determined criteria
* clearly identified and integrated evidence of their output of learning through varied and authentic modes, ranging from websites, photographs, screenshots, progress videos, PowerPoints and more
* sought feedback on the output of learning before ‘completing’ the output, to further inform areas of growth or how learning could be better represented. Such responses were able to demonstrate A3 and the extent of their learning with more depth and evidence
* showcased tangible links between specific aspects of the output of learning and how this linked to their learning progress or goal. Such responses clearly outlined how the output of learning represented the extent of the students’ learning, along with appraising the impact of strategies, perspectives and/or feedback impacted the output of learning in turn
* made effective use of multimodal evidence, such as visual examples demonstrating strategies in action alongside the appraisal of their use. In such cases, multimodal evidence was presented to provide a comprehensive picture of the learning process.

The less successful responses commonly:

* limited the discussion of the value of learning experiences to the topic chosen, or the AIF subject as a whole. Such responses were often generalised, or limited to key findings of the topic chosen, rather than discussion of learning processes or experiences
* centred discussion around the difficulty of staying motivated through the learning journey, limiting demonstration of the criteria. Such responses often had chosen a topic that was of little interest to the student, often making the learning journey challenging
* labelled learning experiences as ‘exceptional’, ‘valid’, ‘reliable’, ‘outstanding’, ‘crucial’, etc, in an attempt to appraise, rather than discussing opinions or conclusion about the value or quality of the success of the identified learning experiences
* recounted the actions taken broadly or generally, without providing specific examples or appraising the learning itself. Such responses often described their portfolio or research undertaken rather than appraise the effectiveness of choices or the extent of their learning
* emphasised actions taken at the expense of discussing why choices were made or how decisions impacted learning, limiting demonstration at the upper bands of the criteria
* discussed why a strategy in general is helpful or important, but not connecting it to their own learning
* discussed general things they had learned as evident in their output of learning, such as key findings, limiting opportunities to discuss the ways the output of learning represented the extent of their learning in depth
* measured the success of their learning development only through a set of pre-determined criteria. Such responses missed opportunities to reflect and appraise on the actual way their learning journey may have progressed or developed since the criteria was established
* structured the appraisal and evidence in a way that is more suitable for Research Project AT3: Evaluation. Such responses appraised the sources used rather than their learning development, as required by the AIF assessment design criteria
* relied solely on a template, scaffold, or teacher-directed structure. Such responses addressed aspects of AIF as if approaching a checklist, limiting demonstration of thoughtful appraisal, or discerning which aspects of the learning journey were most significant
* used the multimodal format superficially, often including visuals that were distracting. This can limit demonstration of evidence of appraising which was often delivered through audio or written evidence
* used key words with inaccurate application or little understanding of their meaning. Such responses also used language of the performance standards for the sake of their inclusion, limiting evidence of the authentic learning development or success the student may have experienced.

General

* successful responses often showed strong connections between all assessment types in AIF. For example, some students used their AT2: Progress checks and AT1: Portfolio to cross check each other, finding opportunities to add evidence of learning when identifying that it was missing
* teachers are reminded that live links on documents are not an acceptable file format. Rather, students are encouraged to engage in these modes for learning, and then capture evidence through videos, screenshots, image files or pdf files.