2022 Industry Connections Subject Assessment Advice

Overview

Subject assessment advice, based on the 2022 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. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

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.

School Assessment

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

Continuing to ensure that evidence is provided to the SACE Board utilising the full range of multimodal opportunities provided to students. There was evidence that students had been provided a range of varied opportunities to demonstrate learning throughout both the 10 and 20 Credit options.

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 developed intentionally for the Industry Connections Performance Standards in a genuine manner, rather than applying tasks from other SACE subjects through an Industry Connections lens. Students who are enrolled in another SACE subject and are considering transferring or converting may be better served by enrolling in Community Connections.
* creating tasks that support students to build their Knowledge and Skills through an iterative process of development, evidenced with a clear focus from one task to the next
* including tasks that allow students to apply and demonstrate their learning in the most appropriate way to utilise their own strengths while connecting to specific industry skills
* providing opportunities for students to meet the subject specific criteria over multiple tasks, with opportunity to engage purposefully with KU1 and KU2
* 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 completely on teacher led experiences for large groups
* 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:

* allowed students to demonstrate their conceptual knowledge and skills and to support this knowledge with practical or contextualized examples across the tasks
* asked students to provide either written, oral or multimodal evidence of their knowledge/skills in action, supported by insightful analysis and commentary relating to their ongoing development
* provided students the opportunity to share their own voice, rather than locking into a single mode of presentation
* connected with industry specific concepts using KU1 which were then extended or applied when aligned with KU2.

The less successful responses commonly:

* 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 scaffolded evidence 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 contextualization.

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:

* providing students the opportunity to present their reflection in an authentic manner, enabling students the opportunity to communicate their experiences with greater depth
* supporting students to unpack and understand the Capabilities to a deeper level, including their understanding of how they have grown and developed over the specific program
* supporting students to use the AT2: Reflection as a connection between AT1 and AT3.

The more successful responses commonly:

* were able to reflect on the development of industry specific knowledge, skills and understanding, beyond simply articulating the tasks completed on a daily basis
* balanced supporting students through using prompting questions as a starting point with a discussion style, supporting the students to extend their responses beyond merely telling.
* provided specific examples of where Capabilities were applied and developed within their Industry Project and Skills Development tasks
* provided connecting and supporting evidence based on their experiences when discussing each of the Performance Standards
* when Reflecting on their Industry Project (RC2), students were able to clearly outline and reflect on the planning, organisation and problem-solving skills required to successfully complete their project.

The less successful responses commonly:

* relied on scaffolding and asked students to answer closed or limited response questions which did not ask students to build on their learning. This limited students opportunity to demonstrate at higher grade levels.
* were limited by the nature or scope of the AT3: Industry Project. Those relying only on Work Experience, School Based Apprenticeships or a teacher led group projects limited opportunities to build and reflect on planning and organising a distinct project
* named the capabilities but elaborated with general statements only, rather than specific experiences
* 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
* provided opportunity for students to choose a project (or role) with a strong connection to industry, rather than everyone in the class undertaking the exact same task with similar evidence sets
* had students take the opportunity to extend previously developed knowledge/skills and apply them in an authentic ‘Industry’ manner
* included thoughtful connections to future possibilities. This included relevant connections between the project and their aspirations, industry specific knowledge and skill and development of more than one capability 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
* when choosing a project based in their current workplace, students were able to select a specific focus, rather than simply continuing to complete their everyday job in the same manner as before. This enabled students to demonstrate planning, organisation and skill development beyond what they already knew
* provided specific identification and discussion of the capabilities, rather than relying on implied evidence

The less successful responses commonly:

* consisted of scaffolded questions that did not directly address the performance standards
* had teachers leading a discussion with the student, with little evidence of planning or organisation of an actual industry project taking place. Such responses resembled a work experience reflection, which limits the students opportunity to address the specific Industry Connections performance standards
* had teachers designing, planning and organising the Industry Project, limiting the student’s opportunity to demonstrate these skills authentically or at the high grade levels.
* included a discussion of their ongoing work or VET training, rather than a bespoke project suitable for demonstrating the specific Industry Connections performance standards
* 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 with AC3.

General

* Students who are enrolled in another SACE subject and are considering transferring or converting may be better served by enrolling in Community Connections. Industry Connections requires targeted and intentional course design to provide students with the best opportunity to develop their employability skills.
* The most successful students were clearly supported by their teachers to build their knowledge via a range of experiences in stages across the three assessment types, rather than relying on a limited activity.
* It was 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 each assessment types.
* 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.