# Government of South Australia LogoSACE Board Logo2023 Integrated Learning Subject Assessment Advice

Overview

Subject assessment advice, based on the 2023 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.

# School Assessment

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

* ensuring the uploaded tasks are legible, all facing up (and all the same way), and remove blank pages, student notes and formula pages
* when combining multiple assessment types into an integrated package, indicate how it will be presented in the LAP attached in the teacher materials section. This ensures that the correct number of individual tasks represented in the evidence for each assessment type is submitted

For 20 credits of Integrated Learning, a total of 5-6 assessments following the assessment type combinations are required.

For 10 credits of Integrated Learning, a total of 3-4 assessments following the assessment type combinations are required.

Assessment Type 1: Practical Inquiry (40%)

Practical inquiry tasks are an opportunity for students to demonstrate practical application and development of knowledge, concepts and skills related to the program focus. A diverse range of both practical and creative tasks are completed by students, who then evaluate their learning referring to the development of a chosen SACE capability(ies) The subject outline requires that at least one practical inquiry task should include a discussion as a form of evidence.

Teachers can elicit more successful responses by:

* creating a central discussion point or question, linked to the learning focus, which is consistently revisited throughout practical tasks and activities. This question can be addressed by students in their reflections at the conclusion of their learning experiences
* collaboratively designing meaningful practical inquiry tasks that align with student interests and skills, fostering the development of their capabilities for future learning
* ensuring that the practical inquiry offers avenues for students to both provide and receive feedback, as well as engage in self-assessment.

The more successful responses commonly:

* included a discussion used to support and enhance student evidence
* demonstrated the development of skills for a purpose related to the program focus
* clearly articulated their development of a chosen capability alongside increased knowledge and understanding relating to the program focus
* evaluated feedback from others to help inform self-assessment
* allowed students to leverage their strengths when considering how to present evidence
* used clearly labelled and annotated video and/or images, drawings, and diagrams to assist in evidencing application and learning
* accessed and acknowledged a broad range of relevant sources to evidence in-depth inquiry, analysis, and investigation
* were able to articulate how and/or why different perspectives might exist in relation to an issue, problem, or activity
* utilised opportunities across multiple tasks to address assessment criteria
* considered and discussed a range of perspectives when analysing concepts, ideas, and skills development
* showed a depth of understanding and knowledge related to the program focus, coupled with an analysis of the student’s own learning
* included a clear analysis of their findings and related them to the program focus
* allowed students to use their strengths when considering how to present evidence.

The less successful responses commonly:

* were recounts of events/activities with little evidence of application, analysis, or self-assessment
* demonstrated minimal understanding and development of their chosen capability
* feedback from others only included as an appendix rather than discussed in-text to inform self-assessment
* included limited student evidence, rather focused on teacher feedback (e.g., checklists)
* were highly scaffolded, restricting students’ ability to select the most appropriate mode of evidence for their skill set/choice of topic
* implied the use of inquiry methods rather than clearly acknowledging sources and/or perspectives.
* did not include evidence of a discussion where students had the opportunity to support, and enhance, evidence relating to the specific features of the assessment design criteria. Particularly in the areas of self-assessment, capabilities, and skills development.

Assessment Type 2: Connections (30%)

For connections tasks, as outlined in the subject guidelines, students are directed to collaborate with peers to engage in designated tasks or activities fostering connections between the program focus and the development of one or more capabilities. Individually, students pinpoint their contributions to the collaborative task, express their ideas and opinions, and subsequently assess their learning, incorporating feedback received from others. They specifically refer to the advancement of a pertinent capability in their evaluation.

Teachers can elicit more successful responses by:

* making insightful decisions regarding aligning specific features and performance standards needed for the Connections assessment type with the learning activities
* explicitly identifying potential capability development during the negotiation/co-design phase of the student collaboration activity.

*The more successful responses commonly:*

* demonstrated explicit and transparent evidence of collaboration, including specific examples of individual contributions to the task, activity, or group outcome
* presented collaboration that exhibited clear evidence of individual growth within the team
* engaged in tasks that were captivating and offered students the opportunity for sustained productive, and authentic, collaboration
* utilised a variety of modalities to present information, tailored to the individual strengths of student
* gathered feedback from diverse sources, including peers, teachers, mentors, other school staff, youth workers, younger students for whom activities were created, and/or community members (e.g., coaches/chefs)
* analysed feedback from others while concurrently assessing their own development of skills and learning
* employed self-assessment and feedback sheets annotated to explain how they were utilised to aid student learning
* provided a range of authentic evidence of individual learning, including photos, graphs, forms, surveys, and data, to demonstrate inquiry, application, collaboration, etc.
* established connections between their understanding and development of a chosen capability and the program focus
* analysed and acknowledged various relevant, respected sources, demonstrating evidence of broad and discerning inquiry to support application and understanding
* evaluated the goal/learning outcome/purposeful application of knowledge concepts and/or skills for themselves and their group, drawing on self-assessment and feedback from others
* discussed the contemporary issue investigated along with an evaluation of the group processes including group.

*The less successful responses commonly:*

* defined chosen capability(ies) in general terms, lacking an explanation of their personal understanding or application of the capability(ies)
* provided responses based on descriptions rather than engaging in analysis and evaluation
* offered only incidental collaboration opportunities or tasks where students worked in parallel towards a common goal, rather than engaging with a group over time with equal responsibility to design and deliver an outcome
* presented identical evidence for each student within a group, failing to clearly identify individual contributions or perspectives, and lacking personal reflections (e.g., self-assessment of learning, development of capability(ies), etc.)
* were scaffolded, limiting students' opportunities for in-depth and insightful analysis
* demonstrated that student evidence was not clearly distinguishable from teacher-directed activities
* showed limited evidence of self-assessment and/or feedback from others.

# External Assessment

Assessment Type 3: Personal Endeavour (30%)

The Personal Endeavour provides students with the chance to delve into an aspect of the program focus that captivates their interest. Through investigation and analysis of pertinent concepts, ideas, and skills, students communicate their thoughts and opinions on the subject. Within their personal endeavour, students choose one capability to develop and establish connections between that capability and their chosen area of interest. It's important to note that students within the same class are required to pursue distinct personal endeavours.

*The more successful responses commonly:*

* possessed a clearly defined purpose or question, providing clarity and direction for the inquiry
* demonstrated a comprehensive, contextual understanding of the chosen SACE capability and explicitly discussed examples of how the student had developed this capability throughout their personal endeavour
* used and acknowledged a variety of relevant sources to support understanding and development of knowledge, concepts, and skills
* showed capability development evident throughout, not solely confined to the capability section
* included annotated/captioned photos, data, tables, images, etc., to provide evidence of understanding and development of skills, knowledge, concepts, and capability
* considered a spectrum of perspectives when analysing concepts, ideas, and skill development
* utilised a mode of presentation appropriate to the task and the students' individual strengths
* were topics individually chosen by students based on personal interest, enhancing engagement and learning.

*The less successful responses commonly:*

* involved significant scaffolding
* mandated all students within a class to explore the same topic or question
* presented minimal or no evidence of inquiry or analysis from various sources
* consisted of recounts of experiences or events with restricted analysis of concepts, ideas, and skills development
* offered only one perspective or relied on a singular source of inquiry
* demonstrated limited personal understanding of the chosen capability, instead relying on quoted SACE definitions for each capability.

General

Across the various assessment types in this subject, students have the option to express their responses orally or through multimodal means, with 6 minutes equating to approximately 1000 words, and 12 minutes, 2000 words. As per, 2023 (regarding multimodal), students are cautioned against excessively accelerating the pace of their video recordings in an attempt to fit more content within the maximum time limit. If markers or moderators identify a video flagged for speed-related issues, schools will be required to furnish a transcript. Markers and moderators will then assess based on the evidence provided in the transcript, taking into consideration only the content within the specified word limit (e.g., up to 2000 words for Assessment Type 3: Personal Endeavour).

Teachers must allow for student autonomy and individuality, with students taking on key roles or tasks in each of the assessment types.

As per the advice from 2023, there were no modifications to the assessment task types or the number of assessments in Integrated Learning due to COVID. Nonetheless, a minor adjustment was implemented in the Integrated Learning subject outline, specifically in AU1, focusing on the understanding and development of knowledge, concepts, and/or skills related to the program focus. It's important to mention that the subject outline allows for ample flexibility within the course.