**Activating Identities and Futures (AIF) FAQs**

Contents

[1. Why is the SACE moving from the Research Project (RP) to AIF? 1](#_Toc183446390)

[2. Where can I find out more about what happened in the pilots? 2](#_Toc183446391)

[3. What year is the transition to AIF expected? 2](#_Toc183446392)

[4. What support will SACE provide to teachers? 2](#_Toc183446393)

[5. Are there any pre-approved Learning and Assessment Plans (LAPs) for AIF? 2](#_Toc183446394)

[6. Is there a PLATO course? 2](#_Toc183446395)

[7. Do students need to complete RP and AIF? 2](#_Toc183446396)

[8. If a student didn’t complete RP in 2024, what should they be enrolled in for 2025? 3](#_Toc183446397)

[9. What are the connections between EIF and AIF? 3](#_Toc183446398)

[10. Is there a modified version of AIF? 3](#_Toc183446399)

[11. What is front loaded moderation? 4](#_Toc183446400)

[12. Why is front loaded moderation being introduced? 4](#_Toc183446401)

## Why is the SACE moving from the Research Project (RP) to AIF?

Students are living and learning in a local and global context that is changing rapidly around them, and they are engaging with learning and assessment differently now from how they did in the past.

In 2018, the South Australian Government undertook a Stage 2 Review to investigate how senior-secondary education could be improved for the future generation of students. The report noted that “…teaching and learning in the senior years must evolve to support and challenge students to develop deep knowledge entwined with the capabilities to apply that knowledge in the world beyond school”.

In response, the SACE Board worked with schools to reshape curriculum and assessment with the aim of enabling every student to thrive. This includes revitalising the Research Project (RP) to better meet the needs of current and future students in a changing world.

## Where can I find out more about what happened in the pilots?

Information about the development of AIF, can be found on the [SACE Board website](https://www.sace.sa.edu.au/about/what-we-do/strategic-plan/evolution-of-thrive/revitalising-rp).

**School readiness**

## What year is the transition to AIF expected?

Schools who can’t transition to AIF in 2025, can continue to offer the Research Project in 2025, which will be the final year the RP is offered.

## What support will SACE provide to teachers?

Schools will be provided with the following to support their implementation of AIF:

* Repeat of [AIF Teacher implementation workshops](https://ticketing.humanitix.com/tours/activating-identities-and-futures-teacher-implementation-workshops-2025/673ffe444be32ba11c33fc7c)
* AIF subject site with a variety of resources including school communications collateral including a letter to families, the subject description, and slides for schools to use to communicate with students and community. [PLATO Connect – AIF Teaching Community](https://plato.sace.sa.edu.au/container/type/workspace/workspace.php?id=2104).

## Are there any pre-approved Learning and Assessment Plans (LAPs) for AIF?

AIF does not require a Learning and Assessment Plan.

## Is there a PLATO course?

A PLATO calibration course is in the process of being developed for AIF.

Meeting the compulsory requirement of the SACE.

## Do students need to complete RP and AIF?

No. Students can complete either AIF or RP to meet the same compulsory requirement of the SACE.

## If a student didn’t complete RP in 2024, what should they be enrolled in for 2025?

Schools should consider to what degree the student has engaged in the learning. If a student has completed significant learning in RP and has almost completed the learning requirements, the school can result them against the RP code in 2025. However, if a student has not engaged in the learning, the school may determine that it is beneficial for the student to be enrolled in AIF and complete that learning program in 2025.

**Relationship to Exploring Identities and Futures (EIF)**

## What are the connections between EIF and AIF?

The exploration of identities and futures in EIF continues into the Activating Identities and Futures at Stage 2.

**Students eligible for modified subjects**

##  Is there a modified version of AIF?

Yes, AIF (modified) is available for teaching in 2025.

However, in the first instance we strongly encourage schools to consider whether students may be able to access learning via the non-modified version if individual reasonable adjustments are made so that students can access their learning entitlement with their peers.

The subject code for Activating Identities and Futures Modified is 2AFM10.

**Front loaded moderation**

## What is front loaded moderation?

Front loaded moderation is an earlier, mid-course, quality assurance process that invites each school to nominate a teacher to bring to a moderation event, a sample of student evidence of learning that is consistent with their schools’ interpretation of performance standards. Participating in the event provides valuable informal professional learning and formal feedback to support the school’s interpretation and application of the subject performance standard. By providing earlier feedback schools are supported to make necessary adjustments before the subject course and results are submitted.

Schools that are confirmed at front loaded moderation are required to submit an attestation that their final results are consistent with their front loaded moderation judgements.

Schools that are not yet confirmed at front loaded moderation are required to resubmit further evidence of learning and results for final moderation.

Following final moderation, the SACE monitors the front loaded moderation system by randomly selecting and checking schools’ final results reflect SACE standards.

Front loaded moderation is not suitable for all assessment types assessed by the school and is used in combination with final moderation and marking processes to assure student results.

## Why is front loaded moderation being introduced?

There are two main reasons:

1. The SACE Board’s strategic direction encourages students to produce broader, less tangible portfolios of their learning. These more natural evidence of learning requires new quality assurance processes to ensure statewide standards are comparable.
2. Involving teachers from each school provides each school with timely support and actionable feedback.

## When is front loaded moderation?

Refer to the dates and notices on the Identities and Futures subject site.

## Are all teachers expected to participate in front loaded moderation?

One teacher from each school is invited to participate. Refer to dates and notices on the Identities and Futures subject site for information.

## Which teachers should attend the front loaded moderation?

The nominated teacher who attends front loaded moderation should be a teacher that can confidently represent the schools’ interpretation and application of the standards. Although the event provides valuable informal professional learning, it is a formal quality assurance process, and the school should send the most appropriate person to represent the school.

## What if my school is unable to send a representative to front loaded moderation?

If your school is unable to send a teacher to front loaded moderation, you will be required to send the appropriate samples of evidence and the evidence from your school will be moderated by other moderation panellists.