This subject outline is accredited for teaching at Stage 2 from 2018
## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Subject description</td>
<td>1</td>
</tr>
<tr>
<td>Capabilities</td>
<td>2</td>
</tr>
<tr>
<td>Program focus</td>
<td>5</td>
</tr>
<tr>
<td>Aboriginal and Torres Strait Islander knowledge, cultures, and perspectives</td>
<td>6</td>
</tr>
<tr>
<td>Learning scope and requirements</td>
<td>7</td>
</tr>
<tr>
<td>Learning requirements</td>
<td>7</td>
</tr>
<tr>
<td>Content</td>
<td>7</td>
</tr>
<tr>
<td>Assessment scope and requirements</td>
<td>8</td>
</tr>
<tr>
<td>Evidence of learning</td>
<td>8</td>
</tr>
<tr>
<td>Assessment design criteria</td>
<td>8</td>
</tr>
<tr>
<td>School assessment</td>
<td>10</td>
</tr>
<tr>
<td>External assessment</td>
<td>14</td>
</tr>
<tr>
<td>Performance standards</td>
<td>15</td>
</tr>
<tr>
<td>Assessment integrity</td>
<td>18</td>
</tr>
<tr>
<td>Support materials</td>
<td>19</td>
</tr>
<tr>
<td>Subject-specific advice</td>
<td>19</td>
</tr>
<tr>
<td>Advice on ethical study and research</td>
<td>19</td>
</tr>
</tbody>
</table>
INTRODUCTION

SUBJECT DESCRIPTION

Integrated Learning is a subject framework that enables students to make links between aspects of their lives and their learning.

Schools design Integrated Learning programs for a specific purpose, product, or outcome according to the interests and needs of students in their local context.

In doing this, schools determine an Integrated Learning program focus. The program focus is designed around a theme, community or context that has meaning to the students; for example, innovation and enterprise initiatives, STEM activities, Aboriginal knowledge and cultures, global citizenship outlooks, art and cultural influences, health and wellbeing initiatives, leadership development, vocational pathways, and literacy and/or numeracy development and enhancement.

Through the lens of the program focus students develop their learning about a real-world situation, task, event, or other learning opportunity, while also growing their knowledge about themselves as learners, and their capabilities.

In Integrated Learning, students develop, extend, and apply critical thinking skills through inquiry about aspects of the program focus that are of interest to them.

Students develop an awareness of the context within which they are learning and are encouraged to contribute to collaborative thinking and ways of working. Students share ideas and informed opinions and extend their social communication skills through contribution to groups, family, and/or community.

Students extend their self-awareness, personal identity and values through collaborative processes that build from peer- and self-assessment.

Underpinning the design of Integrated Learning is an emphasis on students making links between their learning and their capabilities. They make meaning from experiences in order to recognise themselves as confident and creative individuals, and critical and evaluative thinkers with the necessary life skills to contribute to society as active and informed citizens.

In this way, the capabilities are central to Integrated Learning and are reflected in the assessment requirements and performance standards.
CAPABILITIES

Underpinning the design of Integrated Learning is an emphasis on students making links between their learning and their capabilities. In this way, the capabilities are central to Integrated Learning and are reflected in the assessment requirements and performance standards.

Students develop, extend, and apply capabilities relevant to the program focus through their learning and assessment.

The Integrated Learning program does not need to relate to one specific capability:
- students may individually select a capability to focus their learning on; for example, students in the same class may individually select different capabilities to develop, extend, and apply, or
- teachers may design the entire Integrated Learning program to focus on the development of one or more specific capabilities; for example, students in the same class undertake all assessments with a focus on the same capabilities, or
- teachers may design each assessment within the Integrated Learning program with a different capability as its focus.

The capabilities connect student learning within and across subjects in a range of contexts.

The SACE identifies seven capabilities. They are:
- literacy
- numeracy
- information and communication technology (ICT) capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

Literacy

In this subject students extend and apply their literacy capability by, for example:
- communicating with a range of people in different contexts
- asking questions, expressing opinions, and taking different perspectives into account
- reading, viewing, writing, listening, and speaking using a range of technologies
- engaging with new and different modes of communication
- identifying, analysing, and evaluating appropriate sources
- making connections with relevant community members
- enhancing reflective and evaluative language features.
Numeracy
In this subject students extend and apply their numeracy capability by, for example:
• interpreting information presented in numerical form in diagrams, maps, graphs, and tables
• planning, recording, and analysing measurements
• justifying the validity of findings using everyday, accessible language
• applying mathematical concepts, where appropriate
• recording observations
• researching, creating, and analysing data.

Information and communication technology (ICT) capability
In this subject students extend and apply their ICT capability by, for example:
• applying understanding of how contemporary information affects communication
• considering the implications of potential technologies
• using a range of technologies to present information and ideas
• researching and investigating primary and secondary sources through the use of various ICT platforms, including social media
• applying technologies to design and manage projects / assessments
• creating solutions using technologies.

Critical and creative thinking
In this subject students extend and apply their critical and creative thinking capability by, for example:
• thinking critically, logically, and reflectively
• analysing and evaluating ideas
• learning and applying knowledge and skills in new and creative ways
• exploring and experiencing creative processes and practices
• applying their understanding of the nature of innovation
• using initiative to explore areas of interest
• posing questions, and identifying and clarifying information
• understanding of self as a learner and developing the ability to apply learning in real contexts.

Personal and social capability
In this subject students extend and apply their personal and social capability by, for example:
• developing a sense of personal identity and self-awareness
• reflecting on their own learning and personal development
• developing social interactions with others, including community
• participating in political, economic, and legal aspects of community life
• developing empathy for and understanding of different points of view
• valuing and respecting a range of perspectives
• developing the skills to be able to work together effectively with others
• learning, living, and working in local, national, and global environments
• expressing feelings, ideas, and opinions.

**Ethical understanding**

In this subject students extend and apply their ethical understanding capability by, for example:

• identifying and discussing ethical concepts and issues
• considering ethical and safe research processes, including respecting the rights and work of others
• acknowledging sources, and observing protocols when approaching people and organisations, including Aboriginal people and communities
• reflecting on personal ethics and honesty
• acknowledging different character traits and reasoning
• applying ethical principles in a range of situations
• considering workplace safety principles, practices, and procedures
• developing ethical practices in the workplace and the community
• contributing to social and environmental sustainability
• understanding and exercising individual and shared obligations and rights.

**Intercultural understanding**

In this subject students extend and apply their intercultural understanding capability by, for example:

• recognising culture exists in any situation where a group of people are gathered together for a common purpose, including in situational, organisational, linguistic, and social contexts and ways of thinking
• understanding that culture is dynamic and can change over time and context
• learning about and engaging with diverse cultures, recognising commonalities and differences and cultivating mutual respect
• understanding, valuing and respecting a range of perspectives
• understanding how cultures connect and relate to each other developing the skills to move between cultures
• acknowledging and respecting the social, cultural, linguistic, historic and religious diversity of a nation, including that of Aboriginal and Torres Strait Islander communities in Australia.
PROGRAM FOCUS

In designing a program focus, teachers consider the interests, capacities, and needs of the student cohort, approaches to teaching and learning, and forms of assessment in order to maximise opportunities for students to demonstrate their learning.

The program focus can be about a real-world situation, task, event or learning opportunity and could be designed around a local theme, community, or context.

The program focus should have relevance for students and give context to their learning. It is the lens through which students make links with their knowledge of themselves as learners, and develop, extend, and apply their capabilities.

The program focus should be designed with consideration of the capabilities. It does not need to relate to one specific capability. The teacher can design the program to allow opportunities for students to individually select a capability that they want to develop, extend, and apply through the various assessments, or the teacher can design the program to focus on the development of one or more specific capabilities.

The same capability does not need to be addressed by all students in the Integrated Learning class. Students are encouraged to identify different capabilities in different assessments and do not need to address the same capability in each assessment.

Listed below are some suggested starting points for designing a program focus, which is decided by the teacher or by the teacher in consultation with students. The list is neither prescriptive nor exhaustive.

- Advanced manufacturing
- Aged and community care
- Agriculture
- Art and culture
- Career-related programs
- Child development and nutrition
- Civics and citizenship activities
- Construction
- Cultural identities
- Entrepreneurism
- Environmental management
- Ethical understanding
- Financial literacy
- Global citizenship and youth programs
- Health, sport, and coaching
- Hospitality and catering
- Immersion experiences
- Indigenous enterprises
- Innovation and enterprise initiatives
- Language and intercultural understanding
- Literacy development
- Local history projects
- Marine and maritime activities
- Maths for living
- Media and production
- Mentoring and peer support
- Numeracy development
- Outdoor exploration
- Performance; for example, dance, drama, and music
- Personal development
- Scientific endeavours
- Skills development; for example, study skills
- Small business enterprise
- Social action
- Social justice and spirituality
- STEAM/STEM
- Student leadership
- Technology and mechanical ICT
- Trade maths
- Travel activities
- Volunteering and community service
- Wellbeing, health, and lifestyle
- Writing and authorship
- Young parenting programs
ABORIGINAL AND TORRES STRAIT ISLANDER KNOWLEDGE, CULTURES, AND PERSPECTIVES

In partnership with Aboriginal and Torres Strait Islander communities, and schools and school sectors, the SACE Board of South Australia supports the development of high-quality learning and assessment design that respects the diverse knowledge, cultures, and perspectives of Indigenous Australians.

The SACE Board encourages teachers to include Aboriginal and Torres Strait Islander knowledge and perspectives in the design, delivery, and assessment of teaching and learning programs by:

- providing opportunities in SACE subjects for students to learn about Aboriginal and Torres Strait Islander histories, cultures, and contemporary experiences
- recognising and respecting the significant contribution of Aboriginal and Torres Strait Islander peoples to Australian society
- drawing students’ attention to the value of Aboriginal and Torres Strait Islander knowledge and perspectives from the past and the present
- promoting the use of culturally appropriate protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities.
LEARNING SCOPE AND REQUIREMENTS

LEARNING REQUIREMENTS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Integrated Learning.

In this subject, students are expected to:
1. develop and apply knowledge, concepts, and skills for a purpose
2. extend and apply one or more capabilities
3. explore, analyse, and evaluate concepts, ideas, and skills from different perspectives
4. work collaboratively with others
5. communicate ideas and informed opinions
6. develop self-awareness by evaluating progress in learning

CONTENT

At Stage 2, students can complete up to 40 credits of Integrated Learning by undertaking one or a combination of two of the following subjects:

- Integrated Learning A (10 credits)
- Integrated Learning A (20 credits)
- Integrated Learning B (10 credits)
- Integrated Learning B (20 credits)

Students cannot enrol in the same subject more than once.

Integrated Learning can be organised in different ways, according to the interests, capacities, and needs of the students. In this way, Integrated Learning can be undertaken by a group of students among whom there is collaboration, or an individual student who has access to opportunities to collaborate with others, either face to face or in a digital environment.

Integrated Learning is a focused study that has a purpose and a product or outcome. The program focus should be designed to allow students to develop one or more capabilities. The program focus does not need to relate to one specific capability, and the capabilities are not prescribed to specific subject codes.

If students enrol in two Integrated Learning subjects, they cannot undertake the same program focus in both subjects; however, they can select and develop the same capability or capabilities as the way that a capability is developed depends on the program focus. The program focus and capabilities are described in the introductory section of this subject outline.
ASSESSMENT SCOPE AND REQUIREMENTS

All Stage 2 subjects have a school assessment component and an external assessment component.

EVIDENCE OF LEARNING
The following assessment types enable students to demonstrate their learning in Stage 2 Integrated Learning.

School assessment (70%)
• Assessment Type 1: Practical Inquiry (40%)
• Assessment Type 2: Connections (30%)

External assessment (30%)
• Assessment Type 3: Personal Endeavour (30%).

For a 10-credit subject, students should provide evidence of their learning through three or four assessments, including the external assessment component. Students undertake:
• at least one practical inquiry
• at least one connections task
• one personal endeavour.

For a 20-credit subject, students should provide evidence of their learning through five or six assessments, including the external assessment component. Students undertake:
• at least two practical inquiries
• at least one connections task
• one personal endeavour.

ASSESSMENT DESIGN CRITERIA
The assessment design criteria are based on the learning requirements and are used by:
• teachers to clarify for students what they need to learn
• teachers and assessors to design opportunities for students to provide evidence of their learning at the highest possible level of achievement.
The assessment design criteria consist of specific features that:
• students should demonstrate in their learning
• teachers and assessors look for as evidence that students have met the learning requirements.

For this subject the assessment design criteria are:
• application and understanding
• inquiry, analysis, and evaluation
• collaboration and communication.

The specific features of these criteria are described below.
The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

**Application and Understanding**
The specific features are as follows:
AU1 Understanding and development of knowledge, concepts, and skills in relation to the program focus.
AU2 Application of a range of knowledge, concepts, and/or skills for a purpose.
AU3 Development and application of a chosen capability or chosen capabilities.

**Inquiry, Analysis, and Evaluation**
The specific features are as follows:
IAE1 Exploration of relevant information, concepts and ideas, using a variety of sources.
IAE2 Analysis of concepts, ideas, and skills development from different perspectives.
IAE3 Evaluation of the student’s own learning through self-assessment and feedback from others.

**Collaboration and Communication**
The specific features are as follows:
CC1 Collaboration with others.
CC2 Communication of ideas and informed opinions.
SCHOOL ASSESSMENT

Assessment Type 1: Practical Inquiry (40%)

For a 10-credit subject, students undertake at least one practical inquiry. For a 20-credit subject, students undertake at least two practical inquiries.

Each practical inquiry should be designed with a specific purpose that enables students to demonstrate practical application and development of their knowledge, concepts, and skills through inquiry.

Students consider and analyse concepts, ideas, and skills connected to their program focus from different perspectives. They communicate their ideas and opinions, and may collaborate with others. The practical application of their learning and the development of their skills can take whatever form is appropriate. Students who choose to work collaboratively identify their individual role and responsibility in the task and provide individual evidence of their contribution.

Students evaluate their learning, and progress in learning, with reference to the program focus and one or more capabilities. To inform their evaluation, the practical inquiry should provide opportunities for students to receive feedback from others and to participate in self-assessment.

At least one practical inquiry should include a discussion in which students present evidence of their learning either in progress, or as they finalise a task or set of tasks. The discussion(s) may be between the teacher and individual students or groups of students, or within groups of students. The purpose of the discussion is to elicit evidence that contributes to the student’s practical inquiry. The discussion alone is not a practical inquiry.

Students provide individual evidence of their learning. They articulate the depth, extent, and focus of the learning that has taken place in relation to the program focus and their chosen capability or capabilities. The same capability or capabilities do not need to be addressed by all students.

Evidence of the practical inquiry, including the discussion, may be presented in a range of forms including but not limited to journals, blogs, reports, photo stories, visual or audio recordings, oral presentations, skills demonstrations, and reviews. The evidence must be generated by the student. Multimodal evidence is encouraged.

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

- application and understanding
- inquiry, analysis, and evaluation
- collaboration and communication
### Examples of conversation points for the discussion in the Practical Inquiry

<table>
<thead>
<tr>
<th>Program focus</th>
<th>Task or assessment type</th>
<th>Examples of conversation points for a discussion</th>
</tr>
</thead>
</table>
| Hospitality and catering | One task completed as part of a 20-credit subject:  
- Multicultural influences in food  
Additional Practical Inquiry assessments still to complete. | **In what ways do you think our multicultural heritage has influenced the range of food we eat today?** (AU1, IAE1)  
**What valuable feedback did you receive from others about the multicultural food you created/prepared? In what ways has this influenced how you might prepare this food in the future?** (IAE2, IAE3) |
| Industry enterprise | One task completed as part of a 20-credit subject:  
- Managing a small business  
Additional Practical Inquiry assessments still to complete. | **What was the most significant thing you learnt as a result of interviewing a small business owner?** (IAE1)  
**Considering your personal and social capability, what characteristics do you think you need to develop further in order to run a small business in the future?** (AU3) |
| Religion | One task completed as part of a 10-credit subject:  
- Reflect on liturgy planning  
No more Practical Inquiry assessments to complete. | **What do you believe are the necessary components of a meaningful liturgy, and why?** (IAE2) |
| Sports studies | Two tasks completed as part of a 20-credit subject:  
- Inquiry about kayaking  
- Inquiry about basketball.  
Additional Practical Inquiry assessments still to complete. | **What have you learnt from doing the two inquiry tasks?** (AU1)  
**Of these two inquiry tasks, which did you feel you learnt the most from? How has this affected you?** (IAE3) |
| Student leadership | One task completed as part of a 10-credit subject:  
- What is mentoring?  
No more Practical Inquiry assessments to complete. | **How did thinking about mentoring help you to develop your own capability or capabilities?** (AU3) |
| Urban art | Assessment type level, three tasks completed as part of a 20-credit subject:  
- implications of illegal urban art  
- urban art and merchandising  
- community artwork.  
No more Practical Inquiry assessments to complete. | **As you undertook the three practical inquiry tasks, what knowledge and skills did you develop?** (AU1, IAE3)  
**In the community artwork task, which capability did you select? How did you develop and apply this capability?** (AU3) |
Assessment Type 2: Connections (30%)

For a 10-credit subject, students undertake at least one connections task. For a 20-credit subject, students undertake at least one connections task.

Students undertake activities that encourage them to make connections between the program focus and their development of a capability. They work collaboratively to explore the program focus and their selected capability or capabilities, and apply their knowledge, concepts, and skills for a specific purpose.

Students undertake a task or activity to be achieved through collaboration. They identify their individual role and responsibility in the task/project, and communicate their contribution. They evaluate their learning as a result of their collaboration, and consider self-assessment, feedback from others, and their development of a relevant capability.

Collaboration can be undertaken in a variety of ways; for example with a member of the community, a family member, a teacher or trainer, other students, local councils and organisations, an expert practitioner, fellow employees, and club members either face to face or through blogs and other digital communications.

Students may provide evidence of their learning in a range of forms including but not limited to reports, photo stories, oral presentations, skills demonstrations, and reviews. Multimodal evidence is encouraged.

Evidence for each student's connections task must be assessed individually and must demonstrate the student's individual role in and contribution to the task.

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

- application and understanding
- inquiry, analysis, and evaluation
- collaboration and communication.
### Examples of activities for the connections task

<table>
<thead>
<tr>
<th>Program focus</th>
<th>Example of link to capability or capabilities</th>
<th>Example of connections task</th>
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<tbody>
<tr>
<td>Art</td>
<td>Critical and creative thinking</td>
<td>Engagement with guest speaker artist</td>
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<tr>
<td></td>
<td>Personal and social capability</td>
<td>Outside art display negotiated with local government organisation</td>
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<tr>
<td></td>
<td>Critical and creative thinking</td>
<td></td>
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<tr>
<td>Community service</td>
<td>Ethical understanding</td>
<td>Free lawn-mowing service for local residents</td>
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<tr>
<td></td>
<td>Personal and social capability</td>
<td>Help primary school students to learn to read</td>
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<tr>
<td></td>
<td>Literacy</td>
<td>Organise a migrant and refugee welcome event</td>
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<tr>
<td></td>
<td>Intercultural understanding</td>
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<tr>
<td></td>
<td>Personal and social capability</td>
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<tr>
<td>Physical education</td>
<td>Numeracy</td>
<td>Manage a sports day for a local primary school</td>
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<td></td>
<td>Personal and social capability</td>
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<tr>
<td>Raising community</td>
<td>Ethical understanding</td>
<td>Organise White Ribbon Day for school</td>
</tr>
<tr>
<td>awareness</td>
<td>Personal and social capability</td>
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<tr>
<td>Religion/social</td>
<td>Ethical understanding</td>
<td>Organise community service/immersion activity</td>
</tr>
<tr>
<td>justice</td>
<td>Intercultural understanding</td>
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<tr>
<td></td>
<td>Personal and social capability</td>
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<tr>
<td>Science</td>
<td>Critical and creative thinking</td>
<td>Plan, organise, and attend a field trip to examine animal species and habitats</td>
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<tr>
<td>Sport coaching</td>
<td>Critical and creative thinking</td>
<td>Manage an after-school sports team</td>
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<tr>
<td></td>
<td>Ethical understanding</td>
<td></td>
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<tr>
<td>Student leadership</td>
<td>Critical and creative thinking</td>
<td>Mentor primary school students</td>
</tr>
<tr>
<td>and mentoring</td>
<td>Personal and social capability</td>
<td>Set up a student blog/forum to gather student feedback</td>
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<tr>
<td></td>
<td>ICT capability</td>
<td>Tutor Year 8 students who have low NAPLAN scores in mathematics</td>
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<tr>
<td>Trade mathematics/</td>
<td>Numeracy</td>
<td>Shadow professional experts at their work (e.g. builders)</td>
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<tr>
<td>financial literacy</td>
<td></td>
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<tr>
<td>Wellbeing</td>
<td>Literacy</td>
<td>Develop a wellbeing program for Year 10 students</td>
</tr>
<tr>
<td></td>
<td>Personal and social capability</td>
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</tbody>
</table>
EXTERNAL ASSESSMENT

Assessment Type 3: Personal Endeavour (30%)

Students undertake one personal endeavour for both a 10-credit subject and a 20-credit subject.

The personal endeavour is likely to be an inquiry-based or practical-based investigation, or a combination of these.

The personal endeavour is an opportunity for students to explore an area of the program focus that is of interest to them. They individually select the area of interest for their personal endeavour, explore and analyse relevant information, concepts, ideas, and skills, and communicate their ideas and opinions about them. Students in the same class must each have a different personal endeavour.

Students select one capability to be developed within their personal endeavour, exploring the link between that capability and their area of interest. The capability selected does not need to be the same one selected for other assessments. Students clearly identify the capability they have selected and explicitly discuss their understanding about how they have developed this capability in the context of their personal endeavour.

It is recommended that students present the personal endeavour in two parts:

- an investigation, that is either research or practical-based and has an outcome or conclusion (about three-quarters of the total evidence)
- an explanation of the connections between their area of interest and the capability selected (about one-quarter of the total evidence)

Students may provide evidence of their learning in a range of forms including but not limited to reports, photo stories, oral presentations, skills demonstrations, and reviews. Multimodal evidence is encouraged.

Each student’s personal endeavour must be assessed individually, and must be the student’s own work.

For a 10-credit subject, the personal endeavour should be a maximum of 6 minutes for a multimodal or oral presentation, or a maximum of 1000 words if written.

For a 20-credit subject, the personal endeavour should be a maximum of 12 minutes for a multimodal or oral presentation, or a maximum of 2000 words if written.

The following specific features of the assessment design criteria for this subject are assessed in Assessment Type 3: Personal Endeavour:

- application and understanding — AU1, AU3
- inquiry, analysis, and evaluation — IAE1, IAE2
- collaboration and communication — CC2.
Examples of personal endeavours

<table>
<thead>
<tr>
<th>Program focus</th>
<th>Capability to be developed</th>
<th>Area of interest to be explored</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Critical and creative thinking</td>
<td>Developing characters, analysing scripts, writing scripts</td>
</tr>
<tr>
<td></td>
<td>ICT capability</td>
<td>Film making, garage-band music</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>Setting up a small business</td>
</tr>
<tr>
<td>Biology/science</td>
<td>Ethical understanding</td>
<td>Genetically modified food, cloning for organ transplants, human genome project</td>
</tr>
<tr>
<td>Community service</td>
<td>Personal and social capability</td>
<td>Volunteering, the role and value of the local council</td>
</tr>
<tr>
<td>Construction</td>
<td>Personal and social capability</td>
<td>Work, career, employment</td>
</tr>
<tr>
<td>Student leadership</td>
<td>Intercultural understanding</td>
<td>World Harmony Day organisation, support program for new students from other cultures</td>
</tr>
<tr>
<td></td>
<td>Personal and social capability</td>
<td>Best practice model for student representative councils, student mentoring program</td>
</tr>
</tbody>
</table>

PERFORMANCE STANDARDS

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well students have demonstrated their learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

The student’s school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E−.
## Performance Standards for Stage 2 Integrated Learning

<table>
<thead>
<tr>
<th>Application and Understanding</th>
<th>Inquiry, Analysis, and Evaluation</th>
<th>Collaboration and Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-depth understanding and development of knowledge, concepts, and skills.</td>
<td>In-depth exploration of relevant information, concepts, and ideas, using a variety of sources.</td>
<td>Sustained and productive collaboration with others.</td>
</tr>
<tr>
<td>Insightful and purposeful application of a range of knowledge, concepts, and/or skills for a purpose.</td>
<td>Perceptive and in-depth analysis of concepts, ideas, and skills development from a variety of perspectives.</td>
<td>Sophisticated and perceptive communication of ideas and informed opinions.</td>
</tr>
<tr>
<td>In-depth development and insightful application of a chosen capability or chosen capabilities.</td>
<td>Insightful evaluation of the student’s own learning through self-assessment and feedback from others.</td>
<td></td>
</tr>
<tr>
<td><strong>B</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some depth in understanding and development of knowledge, concepts, and skills</td>
<td>Some depth in exploration of relevant information, concepts, and ideas, using a variety of sources.</td>
<td>Effective collaboration with others.</td>
</tr>
<tr>
<td>Effective application of a range of knowledge, concepts, and/or skills for a purpose.</td>
<td>Some depth in analysis of concepts, ideas, and skills development from different perspectives.</td>
<td>Some perceptive communication of ideas and informed opinions.</td>
</tr>
<tr>
<td>Focused development and some insightfulness in application of a chosen capability or chosen capabilities.</td>
<td>Considered evaluation of the student’s own learning through self-assessment and feedback from others.</td>
<td></td>
</tr>
<tr>
<td><strong>C</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding and development of knowledge, concepts, and skills.</td>
<td>Competent exploration of relevant information, concepts, and ideas, using a variety of sources.</td>
<td>Some effective collaboration with others.</td>
</tr>
<tr>
<td>Competent application of knowledge, concepts, and/or skills for a purpose.</td>
<td>Competent analysis of concepts, ideas, and skills development from different perspectives.</td>
<td>Considered communication of ideas and informed opinions.</td>
</tr>
<tr>
<td>Competent development and application of a chosen capability or chosen capabilities.</td>
<td>Description and some evaluation of the student’s own learning through self-assessment and feedback from others.</td>
<td></td>
</tr>
<tr>
<td><strong>D</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some basic understanding and partial development of knowledge and/or skills.</td>
<td>Identification of relevant information, concepts, and ideas, with more emphasis on information than ideas and concepts.</td>
<td>Occasional collaboration with others.</td>
</tr>
<tr>
<td>Some basic application of some knowledge and/or skills with some link to a purpose.</td>
<td>Partial recount of concepts, ideas, or skills with identification of more than one perspective.</td>
<td>Partial and unfocused communication of ideas and/or opinions.</td>
</tr>
<tr>
<td>Some development and basic application of a chosen capability or chosen capabilities.</td>
<td>Some understanding and basic description of aspects of the student’s own learning through self-assessment and feedback from others.</td>
<td></td>
</tr>
<tr>
<td>Application and Understanding</td>
<td>Inquiry, Analysis, and Evaluation</td>
<td>Collaboration and Communication</td>
</tr>
<tr>
<td>-------------------------------</td>
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<td>---------------------------------</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>Limited understanding and attempted development of knowledge and/or skills. Attempted application of some knowledge or skills, with some attempted link to a purpose. Emerging development and attempted application of a chosen capability or chosen capabilities.</td>
<td>Attempted identification of a concept, idea, or skill. Attempted recount of concepts, ideas, or skills, in one or more sources, which may have some relevance. Emerging awareness and recognition of the student’s own learning through self-assessment and feedback from others.</td>
</tr>
</tbody>
</table>
ASSESSMENT INTEGRITY

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement, in both the school assessment and the external assessment, are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 2 are available on the SACE website (www.sace.sa.edu.au).
SUPPORT MATERIALS

SUBJECT-SPECIFIC ADVICE
Online support materials are provided for each subject and updated regularly on the SACE website (www.sace.sa.edu.au). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

ADVICE ON ETHICAL STUDY AND RESEARCH
Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE, which are on the SACE website (www.sace.sa.edu.au).