

# Integrated Learning

## Subject Outline

### Stage 1 and Stage 2

This subject outline has been accredited. It is provided in draft, pre-edited form for planning purposes and for use at the implementation workshops.

The published version of this subject outline will be available online in Term 4, 2017.

The redeveloped Board-accredited Stage 1 and Stage 2 subject outline will be taught from 2018.

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# 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 knowledges 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 context, task, event or other learning opportunity, while also growing their knowledge about themselves as learners, and their capabilities.

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

Through Integrated Learning, students develop an awareness of the context within which they are learning and are encouraged to contribute to collaborative thinking and ways of working. Through interacting with others, 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 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.

Through Integrated Learning students apply, develop and extend 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; 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 capability(ies), or
- teachers may design each assessment within the Integrated Learning program with a specific capability in mind; for example, students in the same class undertake all assessments where each assessment has been designed 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 capability
- personal and social capability
- critical and creative thinking
- 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 the findings using everyday, accessible language
- applying mathematical concepts, where appropriate
- recording observations
- researching, creating and analysing data.

## Information and communication technology capability

In this subject students extend and apply their information and communication technology capability by, for example:

- applying understanding of how contemporary information and communications technologies affect 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, information
- learning and applying knowledge and skills in new and creative ways
- exploring and experiencing creative processes and practices
- applying their understanding the nature of innovation
- using initiative to explore areas of interest
- posing questions, and identifying and clarifying information and ideas
- understanding of self as a learner and developing the ability to apply and transfer 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 own learning and personal development
- developing social interactions with others, including community
- participating in political, economic, and legal aspects of community life
- developing empathy 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 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 societies 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 them 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. The Program Focus is the lens through which students make connections 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. The Program Focus 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 apply, develop and extend 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. Suggestions include:

- 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
- Enterprise
- Environmental management
- Ethical understanding
- Financial literacy
- Global citizenship
- Global youth programs
- Health, fitness and physical activity
- Hospitality and catering
- Immersion experiences
- Indigenous perspectives
- Indigenous enterprise
- Information and communications technology
- Innovation and enterprise initiatives
- Language and intercultural understanding
- Literacy
- Local history projects
- Marine and maritime activities
- Maths for living
- Mechanical projects
- Media and production
- Mentoring and peer support
- Numeracy development
- Outdoor exploration
- Performance, for example dance, drama, music
- Personal development
- Scientific endeavours
- Skills development, for example study skills
- Small business enterprise
- Social action
- Social justice and spirituality
- Sport/coaching
- STEAM/STEM
- Student leadership
- Study skills
- Technology and trade
- Trade maths
- Travel activities
- Volunteering and community service
- Well-being, 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.

# Stage 1 Integrated Learning

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# 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 1 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. identify and explore information, concepts, and ideas
4. work collaboratively with others
5. communicate ideas and informed opinions
6. develop self-awareness to reflect on progress in learning

## CONTENT

Integrated Learning can be organised in different ways, according to the interests, capacities and needs of the students and the school. 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.

An Integrated Learning program is a focused study, known as a Program Focus that has a purpose, and a product or outcome. The Program Focus should be designed with consideration of students' selecting and developing their capabilities.

The Integrated Learning program does not need to relate to one specific capability, and the capabilities are not prescribed to specific Integrated Learning subject codes.

The Program Focus and Capabilities are described in the introductory section of this subject outline.

# ASSESSMENT SCOPE AND REQUIREMENTS

Assessment at Stage 1 is school based.

## EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 1 Integrated Learning.

- Practical Exploration
- Connections
- Personal Venture

For a 10-credit subject, students should provide evidence of their learning through three or four assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

- At least one Practical Exploration
- At least one Connections task
- At least one Personal Venture.

For a 20-credit subject, students should provide evidence of their learning through five or six assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

- At least two Practical Exploration tasks
- At least one Connections task
- At least one Personal Venture.

## ASSESSMENT DESIGN CRITERIA

The assessment design criteria are based on the learning requirements and are used by teachers to:

- clarify for the student what they need to learn
- design opportunities for the student to provide evidence of his or her learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

- students should demonstrate in their learning
- teachers look for as evidence that students have met the learning requirements.

For this subject the assessment design criteria are:

- application and development
- exploration and reflection
- 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 Development

The specific features are as follows:

- AD1 Development of knowledge, concepts, and/or skills in relation to the Program Focus
- AD2 Application of range of knowledge, concepts and skills for a purpose
- AD3 Development and application of a chosen capability or chosen capabilities.

### Inquiry and Reflection

The specific features are as follows:

- IR1 Exploration of relevant information, concepts and ideas
- IR2 Reflection 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 opinions

## SCHOOL ASSESSMENT

### Assessment Type 1: Practical Exploration

For a 10-credit subject, students undertake at least one Practical Exploration.  
For a 20-credit subject, students undertake at least two Practical Explorations.

Each Practical Exploration 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 explore information, concepts and ideas connected to their Program Focus. The practical application of their learning and the development of their skills can take whatever form is appropriate to the students' learning. They communicate their knowledge, ideas and opinions, and may collaborate with others. Students who choose to work collaboratively identify their individual role and responsibility in the task and provide individual evidence of their contribution.

Students reflect on their learning with reference to the Program Focus. The Practical Exploration should provide opportunities for students to receive feedback from others and participate in self-assessment.

At least one Practical Exploration 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, with groups of students, and/or with the class group.

Students provide individual evidence of their learning. They articulate the learning that has taken place in relation to the Program Focus and their chosen capability. The same capability does not necessarily need to be addressed by all students.

Evidence of the Practical Exploration, 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 student generated. 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 Development
- Exploration and Reflection
- Collaboration and Communication.

## Assessment Type 2: Connections

For a 10-credit subject and a 20-credit subject, students undertake at least one Connections assessment.

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, 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/activity, and communicate their contribution. They reflect on 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, with other students, with local councils and organisations, an expert practitioner, through blogs and other digital communications, with community service organisations, training organisations, fellow employees and club members.

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 Connection must be assessed individually, and must be the student's own work.

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

- Application and Development
- Exploration and Reflection
- Collaboration and Communication.

### Assessment Type 3: Personal Venture

For a 10-credit subject and a 20-credit subject, students undertake at least one Personal Venture.

The Personal Venture is likely to be a research-based or practical-based project, or a combination of these.

The Personal Venture is an opportunity for students to explore an area of the Program Focus that is of interest to them. They investigate their area of interest by identifying and exploring relevant information, concepts and ideas, and communicating their ideas and opinions about them.

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

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. Within their evidence they detail the outcome or conclusion of their project and explain the connections between their area of interest and the capability selected. Multimodal evidence is encouraged.

Each student's Personal Venture must be assessed individually, and must be the student's own work.

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

- Application and Development
- Exploration and Reflection
- Collaboration and Communication.

## 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 refer to in deciding how well a student has demonstrated his or her 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.

At the student's completion of study of a subject, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- taking into account the weighting of each assessment type
- assigning a subject grade between A and E.

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## Performance Standards for Stage 1 Integrated Learning

	Application and Understanding	Inquiry and Reflection	Collaboration and Communication
<b>A</b>	<p>In-depth development of knowledge, concepts and skills.</p> <p>Thoughtful and consistent application of knowledge, concepts and skills for a purpose.</p> <p>Effective development and insightful application of a chosen capability/or chosen capabilities.</p>	<p>In-depth exploration of relevant information, concepts and ideas using more a variety of sources.</p> <p>In-depth reflection of the student's own learning through self-assessment and feedback from others.</p>	<p>Sustained and productive collaboration with others.</p> <p>Perceptive communication of ideas and opinions.</p>
<b>B</b>	<p>Some depth in development of knowledge, concepts and skills.</p> <p>Considered application of knowledge, concepts and skills for a purpose.</p> <p>Focused development and some insightfulness in application of a chosen capability/or chosen capabilities.</p>	<p>Some depth in exploration of relevant information, concepts and ideas using more a variety of sources.</p> <p>Some depth in reflection of the student's own learning through self-assessment and feedback from others.</p>	<p>Mostly productive collaboration with others.</p> <p>Some perceptive communication of ideas and opinions.</p>
<b>C</b>	<p>Competent development of knowledge, concepts and skills.</p> <p>Application of knowledge, concepts and skills for a purpose.</p> <p>Competent development and application of a chosen capability/or chosen capabilities.</p>	<p>Competent exploration of relevant information, concepts and ideas using a variety of sources.</p> <p>Reflection of the student's own learning through self-assessment and feedback from others.</p>	<p>Some effective collaboration with others.</p> <p>Generally considered communication of ideas and opinions.</p>
<b>D</b>	<p>Partial development of knowledge, concepts and skills.</p> <p>Some basic application of knowledge, concepts and skills, with some relationship to a purpose.</p> <p>Partial development and some basic application of a chosen capability/or chosen capabilities.</p>	<p>Identification and gathering of some relevant information from more than one source.</p> <p>Some acknowledgment of the student's own learning through self-assessment and feedback from others.</p>	<p>Occasional collaboration with others.</p> <p>Some description of ideas and/or opinions.</p>
<b>E</b>	<p>Attempted development of knowledge, concepts and skills.</p> <p>Attempted application of knowledge, concepts and skills with some attempted link to a purpose.</p> <p>Emerging development and attempted application of a chosen capability/or chosen capabilities.</p>	<p>Identification of information in one or more source, which may have some relevance.</p> <p>Emerging recognition of the student's own learning through self-assessment and feedback from others.</p>	<p>Some attempt to work collaboratively with others.</p> <p>Brief description of an idea or opinion.</p>

## 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](http://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 the school 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 1 are available on the SACE website ([www.sace.sa.edu.au](http://www.sace.sa.edu.au)).

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# 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](http://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 on the SACE website ([www.sace.sa.edu.au](http://www.sace.sa.edu.au)).

## Stage 2 Integrated Learning

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# 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) 2ILA10
- Integrated Learning A (20 credits) 2ILA20
- Integrated Learning B (10 credits) 2ILB10
- Integrated Learning B (20 credits) 2ILB20

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 and the school. 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.

An Integrated Learning program is a focused study, known as a Program Focus that has a purpose, and a product or outcome. The Program Focus should be designed with consideration of students developing their capabilities.

The Integrated Learning program does not need to relate to one specific capability, and the capabilities are not prescribed to specific Integrated Learning subject codes.

If students enrol in two Integrated Learning subjects, they cannot undertake the same Program Focus; however, they can undertake the same capability(ies) as the development of their capability(ies) is contextual to the different 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 Connection
- 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 Inquiry tasks
- at least one Connection 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 the student what they need to learn
- teachers and assessors to design opportunities for the student to provide evidence of his or her 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 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

### Communication and Collaboration

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.

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 to the students' learning. 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. To inform their evaluation, the Practical Inquiry should provide opportunities for students to receive feedback from others and 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, with groups of students, and/or with the class group.

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. The same capability does not necessarily 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 student generated. 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**

Note – this table is included in the draft subject outline for implementation workshop to enhance understandings about the intent of this assessment type.

Integrated Learning Program Focus	Task or Assessment Type	Examples of Conversation Points for a Discussion
Student Leadership	1 task completed as part of a 10-credit subject: <ul style="list-style-type: none"> <li>What is mentoring?</li> </ul> No more Practical Inquiry assessments to complete.	How did thinking about mentoring help you develop your own capabilities? (AU3)
Religion	1 task completed as part of a 10-credit subject: <ul style="list-style-type: none"> <li>Liturgy</li> </ul> No more Practical Inquiry assessments to complete.	From being involved in the liturgy, what do you believe are the necessary components of a meaningful liturgy, and why? (IAE2)
Industry Enterprise	1 task completed as part of a 20-credit subject: <ul style="list-style-type: none"> <li>Managing a small business</li> </ul> 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 future? (AU3)
Hospitality and Catering	1 task completed as part of a 20-credit subject: <ul style="list-style-type: none"> <li>Multicultural influences in food</li> </ul> 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? In what ways has this influenced how you might re-create this food in the future? (IAE2, IAE3)
Sports Studies	Assessment Type level, three tasks completed as part of a 20-credit subject: <ul style="list-style-type: none"> <li>Kayaking</li> <li>Basketball</li> <li>Lawn Bowls</li> </ul> No more Practical Inquiry assessments to complete.	What have you learnt from doing the three Practical Inquiry tasks? (AU1)  Of the three Practical Inquiry tasks, which did you feel you learnt the most from? How has this impacted on you? (IAE3)
Urban Art	Assessment Type level, three tasks completed as part of a 20-credit subject: <ul style="list-style-type: none"> <li>Implications of illegal urban art</li> <li>Urban art and merchandising</li> <li>Community artwork</li> </ul> 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 one Connections assessment.

For a 20-credit subject, students undertake at least one Connections assessment.

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, and apply their knowledge, concepts and skills for a specific purpose.

Students undertake a task 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 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, with other students, with local councils and organisations, an expert practitioner, through blogs and other digital communications, with community service organisations, training organisations, fellow employees and club members.

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.

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.

Evidence of each student's Connections task must be assessed individually and demonstrate their individual contribution to the Connections 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 possible Connection activities**

Note – this table is included in the draft subject outline for implementation workshops to enhance understandings about the intent of this assessment type.

Integrated Learning Program Focus	Example of link to capability resulting from the Connection task	Example of Connection task
Art	Personal and Social Critical and Creative	Outside Art Display negotiated with local government organisation
	Critical and Creative Thinking	Engagement with Guest Speaker Artist
Religion/Social Justice	Ethical Understanding	Plan and reflect on Liturgy
	Personal and Social Intercultural	Community Service / immersion
Science	Critical and <b>Creative</b> Thinking	Field Trip to examine animal species and habitats
PE	Personal and Social Numeracy	Managing a Sports Day for a local Primary School
Well-being	Literacy Personal and Social	Developing a Well-being program for Year 10 students
Trade Maths/Financial Literacy	Numeracy	Work shadowing Professional Experts (e.g. builders)
Student Leadership & Mentoring	Personal and Social Critical and Creative	Mentoring process of Year 12 with Year 7s of local Primary School
	Numeracy	Maths tutoring of Year 8s with identified low NAPLAN scores
	ICT	Setting up a student blog/forum that can be used to gather student feedback

Raising Community Awareness	Personal and Social Ethical Understanding	Organising White Ribbon Day for whole school
Community Service	Personal and Social Ethical Understanding	Free lawnmowing service for local residents
	Literacy	Helping Primary school students to learn to read
	Intercultural Understanding Personal and Social	Organising a migrant and refugee welcome event
Sport coaching	Critical and Creative Ethical Understanding	Running an afterschool sports team

## EXTERNAL ASSESSMENT

### Assessment Type 3: Personal Endeavour (30%)

Students undertake one Personal Endeavour assessment for both a 10-credit subject and a 20-credit subject.

The Personal Endeavour is likely to be a research-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 and explore and analyse relevant information, concepts, ideas and skills and communicate their ideas and opinions about them. Students in the same class should each have a different Personal Endeavour.

Students select one capability to be developed within their Personal Endeavour, exploring the link between the capability and their area of interest. The capability selected does not necessarily need to be the same one selected in 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 (recommend  $\frac{3}{4}$  of total evidence)
- an explanation of the connections between their area of interest and the capability selected (recommend  $\frac{1}{4}$  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.

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.

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.

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

- Application and Understanding – AU1, AU3
- Inquiry, Analysis and Evaluation – IAE1, IAE2
- Collaboration and Communication - CC2.

### ***Examples of possible Personal Endeavour activities***

Note – this table is included in the draft subject outline for implementation workshops to enhance understandings about the intent of this assessment type.

Integrated Learning Program Focus	Capability to be developed within the Personal Endeavour	Area of Interest to be explored
Art	ICT	Film Making, Garage Band Music
	Critical and Creative	Developing Characters, Analysing Scripts, Writing scripts
Construction	Personal and Social	Work, Career, Employment
	Numeracy	Setting up a small business
Biology/Science	Ethical Understanding	Genetically modified food, cloning for organ transplants, Human Genome project
	Critical and Creative	Solving SA's power crisis
	ICT	The future of personal communication
Community Service	Personal and Social	Volunteering, the role and value of the local council
Student Leadership	Personal and Social	Best practice model for SRCs, student mentoring program
	Intercultural Understanding	World Harmony Day organisation, support program for new students from other cultures.

## 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 a student has demonstrated his or her 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.

Students can also refer to the performance standards to identify the knowledge, skills, and understanding that they have demonstrated and those specific features that they still need to demonstrate to reach their highest possible level of achievement.

At the student's completion of study of each school assessment type, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- assigning a grade between A+ and E– for the assessment type.

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

	Application and Understanding	Inquiry, Analysis and Evaluation	Communication and Collaboration
<b>A</b>	<p>In-depth understanding and development of knowledge, concepts, and skills.</p> <p>Insightful and purposeful application of a range of knowledge, concepts, and/or skills for a purpose.</p> <p>In-depth development and insightful application of a chosen capability/or chosen capabilities.</p>	<p>In-depth exploration of relevant information, concepts and ideas, using a variety of sources.</p> <p>Perceptive and in-depth analysis of concepts, ideas and skills development from a variety of perspectives.</p> <p>Insightful evaluation of the student's own learning through self-assessment and feedback from others.</p>	<p>Sustained and productive collaboration with others.</p> <p>Sophisticated and perceptive communication of ideas and informed opinions.</p>
<b>B</b>	<p>Some depth in understanding and development of knowledge, concepts, and skills</p> <p>Effective application of a range of knowledge, concepts, and/or skills for a purpose.</p> <p>Focused development and some insightfulness in application of a chosen capability/or chosen capabilities.</p>	<p>Some depth in exploration of relevant information, concepts and ideas, using a variety of sources.</p> <p>Some depth in analysis of concepts, ideas and skills development from different perspectives.</p> <p>Considered evaluation of the student's own learning through self-assessment and feedback from others.</p>	<p>Effective collaboration with others.</p> <p>Some perceptive communication of ideas and informed opinions.</p>
<b>C</b>	<p>Understanding and development of knowledge, concepts and skills.</p> <p>Competent application of knowledge, concepts and/or skills for a purpose.</p> <p>Competent development and application of a chosen capability/or chosen capabilities.</p>	<p>Competent exploration of relevant information, concepts and ideas, using a variety of sources.</p> <p>Competent analysis of concepts, ideas and skills development from different perspectives.</p> <p>Description and some evaluation of the student's own learning through self-assessment and feedback from others.</p>	<p>Some effective collaboration with others.</p> <p>Generally considered communication of ideas and informed opinions.</p>
<b>D</b>	<p>Some basic understanding and partial development of knowledge, concepts, and skills.</p> <p>Some basic application of some knowledge and/or skills with some relationship to a purpose.</p> <p>Some development and basic application of a chosen capability/or chosen capabilities.</p>	<p>Identification of relevant information, concepts and ideas, with more emphasis on information than ideas and concepts.</p> <p>Partial recount of concepts, ideas, or skills with identification of more than one perspective.</p> <p>Some understanding and basic description of aspects of the student's own learning through self-assessment and feedback from others.</p>	<p>Occasional collaboration with others.</p> <p>Partial and unfocused communication of ideas or opinions.</p>

	<b>Application and Understanding</b>	<b>Inquiry, Analysis and Evaluation</b>	<b>Communication and Collaboration</b>
<b>E</b>	<p>Limited understanding and attempted development of knowledge, concepts, and skills.</p> <p>Attempted application of some knowledge or skills, with some attempted link to a purpose.</p> <p>Emerging development and attempted application of a chosen capability/or chosen capabilities.</p>	<p>Attempted identification of a concept, idea or skill.</p> <p>Attempted recount of concepts, ideas, or skills, in one or more sources, which may have some relevance.</p> <p>Emerging awareness and recognition of the student's own learning through self-assessment and feedback from others.</p>	<p>Some attempt to work collaboratively with others.</p> <p>Attempted communication of ideas or opinions.</p>

## 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](http://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](http://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](http://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 on the SACE website ([www.sace.sa.edu.au](http://www.sace.sa.edu.au)).