

Integrated Learning

2016 Chief Assessor’s Report

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## Overview

Chief Assessors’ reports give an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, the quality of student performance, and any relevant statistical information.

Student enrolments in Integrated Learning continue to grow, which reflects the increased understanding and acknowledgment by schools of the subject’s flexibility in meeting the interests, needs, and capacities of a range of students. As has been the case in previous years, the diversity of program focus areas selected by schools is significant — the most popular program focus areas include sports studies, religion, social justice and community service, food studies and catering, trade mathematics, performance and events, well-being, and performances that were related to music and/or drama. It was pleasing to note that many schools created their own program and designed a unique program focus; moderators and markers noted programs in the areas of tourism, science, manufacturing, working with the disabled, customer service, student leadership, small business, and the media.

Students can complete up to 40 credits of Integrated Learning at Stage 2 by undertaking one or two of the following four subjects, but students cannot enrol in the same subject more than once:

* Integrated Learning I (2ILG10), 10-credit subject
* Integrated Learning I (2ILG20), 20-credit subject
* Integrated Learning II (2ILH10), 10-credit subject
* Integrated Learning II (2ILH20), 20-credit subject

While the majority of students were enrolled in one of the 20-credit subject options, enrolments in the 10-credit subject options are significant, accounting for almost one third of all Integrated Learning subject enrolments.

## School Assessment

Assessment Type 1: Practical

**The more successful responses:**

* provided a range of evidence to demonstrate how their knowledge, concepts, and skills related to the program focus, and how these had been developed and applied throughout the various tasks
* used a variety of research information and sources, analysed their findings, and related them to the program focus
* successfully reflected on their own learning, using feedback received from peer assessment
* effectively made connections to the program focus and commented on their development and understanding of the relevant capabilities
* used a range of methods to provide evidence including written, multimedia, photographic, and video.

**The less successful responses could be improved by:**

* ensuring that tasks are designed to give students the opportunity to show evidence in relation to a range of assessment design criteria, not only application
* ensuring that students are given opportunities to not simply recall the practical activity, but rather address a range of assessment design criteria; for example, students could analyse their skill development with reference to their investigation
* incorporating, in task design, opportunities for students to complete peer assessment and self-assessment in at least one of the practical tasks. This peer assessment should inform their self-assessment — students must analyse their peer assessment and self-assessment, not just include a feedback form as part of their evidence without doing anything with it. It is also recommended that students discuss improvements or changes they may wish to make resulting from their feedback.
* ensuring that students are encouraged, through task design, to address the key area of study, or capabilities, and the connection to the program focus. This will provide students opportunities to include evidence within their practical task to address the range of assessment design criteria. Students should consider the connections between the topic and chosen capabilities and/or show how they have developed these during the practical tasks.

Assessment Type 2: Group Activity

**The more successful responses:**

* provided independent evidence of their contribution to the planning, decision-making, and successful implementation of their group activity
* included evidence of relevant individual research, its analysis, and how it could be used to improve the outcome of their group activity
* reflected on their own learning and their collaboration and communication within the group using the information gained from peer assessment, that is, feedback from peers involved in the group activity
* included clear evidence of planning, communication, collaboration, and organisation, for example, in the form of emails, minutes of meetings, journals including reflections, annotated photographs, lesson plans, or multimedia presentations
* where photos were used, included effective labels and annotations by individual students which directly related to the performance standards, meaning that students more explicitly addressed investigation and analysis, and evaluation and reflection
* showed differentiation from other group activities undertaken by other groups in the class.

**The less successful responses could be improved by:**

* ensuring that evidence for individual students is provided
* ensuring that students have the opportunity to provide evidence of investigation and analysis. This could even include a bibliography of sources and an analysis of how this information contributed to the group task.
* ensuring, in task design, that students have opportunities to demonstrate collaboration, and communication of ideas and opinions
* ensuring that students use feedback obtained from peer assessments to inform their own self-assessment as part of an in-depth evaluation and reflection
* ensuring that individual students submit their own work. Although this assessment type is a group activity, the same evidence for each member of the group should not be submitted. Each individual member of the team/group should identify and articulate their own role in the group activity.

Assessment Type 3: Folio and Discussion

**The more successful responses:**

* had a well-organised folio and a discussion that demonstrated their progress in learning
* clearly demonstrated the focus of the course throughout the evidence, especially the development of concepts, knowledge, and skills
* had evidence of their collaboration with others
* showed a clear understanding of the chosen capabilities
* were able to discuss their progress in learning, its value to themselves and others, and how it will help them in their future
* responded, in the discussion, to open-ended questions. Some of the best discussions had minimal input from the teacher, and the students discussed their learning among themselves.

**The less successful responses could be improved by:**

* varying the range of materials that can contribute to the folio; for example, research, annotations, photos, and journals, as well as written formative tasks
* conducting discussions in small groups (two, three, or four students), where each individual is given adequate time to cover all criteria necessary
* ensuring, in the discussion, that students discuss their development of skills with reference to information in their folio, as this can assist in demonstrating evidence of the criteria for evaluation and reflection, and understanding.
* ensuring that students have experience in participating in a discussion prior to the discussion assessment. Presentations by students are not considered discussions. For this purpose, a discussion needs to be focused on the student’s learning, not just a presentation of content.
* consideration by the teacher of the importance of the questions being asked, as this will often determine how effectively students address the criteria, particularly the understanding criterion. Examples of some general folio and discussion questions can be found on the Integrated Learning minisite of the SACE website.

**General information**

* Students and teachers need to be aware that any work presented for assessment in any of the other three assessment types (practical, group activity, or project) cannot be resubmitted as part of the folio and discussion
* All students must provide evidence of their discussion; moderators recommend that this is done using a video recording. Teachers should ensure that they meet the SACE requirements for submitting electronic files so that recordings are audible and accessible to moderators.

## External Assessment

Assessment Type 4: Project

The project is an opportunity for students to explore an aspect of the program and/or capability relating to the overall Integrated Learning program focus that they have undertaken. The project is externally assessed in that it is marked by the teacher (who must leave no evidence of the marking on the project) and then submitted to the SACE Board for a SACE-appointed marker to also mark the project.

Students completed tasks covering a wide range of topics matching their program focus, including social justice activities, trades, horticulture, hospitality, sport, religion, the arts, information technology, mathematics, and community services. These tasks covered a variety of project ideas including, but not limited to, investigations, reports, experiments, action research, and practical constructions of items. It was particularly evident that those students who were given the opportunity to develop a project related to an area of personal interest tended to meet the performance standards to a higher level.

**The more successful responses**

* were those completed by students who had individually developed their project. While scaffolding is important, those students who achieved in the higher grade bands were more commonly given the opportunity to design their own project, and therefore undertook projects that were relevant to their own learning. These students were most often then able to analyse the importance of their findings to a higher degree, as the findings had personal meaning.
* analysed the concepts, ideas, and skills developed that were relevant to their project from different perspectives
* showed evidence of interacting with a variety of sources through the evidence they provided about their project focus; bibliographies were commonly included
* went beyond simply recounting personal experiences by providing personal commentary that showed their own ideas and opinions
* explicitly discussed the link between the chosen capability and the program focus. These students generally achieved at the higher grade levels for the understanding criterion.
* focused on the development of one capability only, and showed its development explicitly.

**The less successful responses could be improved by:**

* confirming with students that the external assessment is not a group task and that it must be completed individually so that students can show a clear understanding of their own learning
* ensuring that students understand analysing concepts, ideas, and skills development from different perspectives; for example, with a fitness focus, students could discuss the perspectives of participants from a range of age groups or gender
* ensuring that students do not simply recount personal experiences, as this does not meet the performance standards, particularly for investigation and analysis
* ensuring that students are able to understand and explain the connections between the program focus and the capability; for example, to show the link between their focus on learning the skills of plumbing and their capability for work.

**General information**

* Students must complete their project within the appropriate word-limit: 2000 words for a 20-credit subject, or 1000 words for a 10-credit subject (or the oral and multimodal equivalents).

## Operational Advice

School assessment tasks are set and marked by teachers. Teachers’ assessment decisions are reviewed by moderators. Teacher grades/marks should be evident on all student school assessment work.

For the folio and discussion, schools need to ensure that evidence of the discussion is included in the evidence submitted for Assessment Type 3: Folio and Discussion, that students are identifiable in the discussion, and that CDs, DVDs, and USB drives meet the requirements of SACE for submission of electronic materials. Where students are submitting electronic files, it is essential that there is clear indication as to which file is the final assessed piece of work. Student work needs to be clearly labelled with the student’s details. An indication as to how the final grade level was determined is helpful for moderators.

## General Comments

Schools that have multiple teachers and multiple classes would benefit from in‑school clarifying and/or moderation activities to discuss standards, even if the program focus areas are unrelated, for example, a PE-focused program and a Dance-focused program at the same school. As references, exemplar learning and assessment plans, tasks, and student responses (including assessment decisions) can be found on the Integrated Learning minisite.

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Chief Assessor