

Activating Identities and Futures (Stage 2)

2024 subject outline

Version 1.0

This subject outline was accredited in October 2023. The Board-accredited Stage 2 Activating Identities and Futures subject outline can be taught by Pilot AIF schools only in 2024, and across all schools from 2025.

The subject will be implemented using a phased approach. In 2025 schools may decide to offer students the choice of completing the Research Project or Activating Identities and Futures to meet the compulsory Stage 2 subject requirements. The Research Project will not be available for teaching in 2026 and all students will be required to undertake Activating Identities and Futures.

Subject description

Activating Identities and Futures is a 10-credit subject at Stage 2.

Activating Identities and Futures aims to foster independent learning and the skills of lifelong learning in students. The belief that students have the ability and the will to positively influence their own lives and the world around them is integral to the course. This subject supports students to be more proactive and reflective in their learning and to develop and use a broad set of transferable learning strategies.

Activating Identities and Futures requires students to take greater ownership and agency over their learning as they select, test, and explore relevant strategies and perspectives in the pursuit of a Learning Goal of their choice. They seek feedback on their learning processes, become metacognitive about their thinking, and make informed decisions to enhance their learning.

Each student will have a different learning journey that they tailor to their Learning Goal. Approaches, contexts, and strategies will vary to suit the individual student. Students showcase the achievement of their Learning Goal with an Output of Learning. An Output of Learning, for example, could be a plan for future action, a proposal for a service or social enterprise, an oral explanation, a demonstration of a skill, or a completed product such as an artwork, report, academic article, or short video. Both the Learning Goal and the Output of Learning need to have purpose and value for the student, others, and/or the broader community.

Students will develop greater awareness and understanding of their own thought processes, decision-making, and organisation in relation to the learning process. These understandings are often enhanced by feedback from peers, mentors, and teachers as coagents, and are critical in the development of metacognition and self-regulation.

These skills build upon the capabilities, strategies, and insights developed in Stage 1 Exploring Identities and Futures.

Teaching and learning context

Students will begin this subject with varying levels of understanding of their individual agency, self-regulation, metacognition, reflective practice, and evaluative judgement. They will require varying levels of supportive teacher guidance to progress their learning. Teachers will consider the individual need for, and progressively adjust their levels of co-agency as students increase their confidence and independence.

Students develop self-regulation and metacognitive skills in this subject. Self-regulation relates to student awareness of their strengths and weaknesses, their motivation to engage in learning, and their development of different ways to enhance learning. Metacognition relates to students purposefully monitoring and directing their own learning, whilst engaging in regular reflection and feedback with their teachers, peers, mentors, and any relevant individual in the planning, acting, and evaluation stages about the relative success and relevance of learning experiences.

Reasonable adjustments should provide opportunities for all students to demonstrate what they know, understand, and can do, increasing their access to learning and participation in order to demonstrate evidence of their learning aligned to the performance standards.

Assessment of the learning requirements of this subject may require reasonable adjustments to align personalised learning with the individual student's proximal development. This is a flexibility available to all students in this subject. When a proximal development goal or activity is planned, students can then be assessed on their achievement in this activity.

Capabilities

All students are given the opportunity to explore, apply, and develop their capabilities to thrive in an appropriate supportive context in this subject. Capabilities are initially embedded in Stage 1 Exploring Identities and Futures, further developed through SACE studies, and further explored in Stage 2 Activating Identities and Futures.

Capabilities are reflected in the elements of the learning and assessment design of this subject; that is, the learning requirements, content, evidence of learning, assessment design criteria, and performance standards. The capabilities connect student learning within and across subjects in a range of contexts.

The table below illustrates the connection between the SACE capabilities and the key ideas explored in the subject.

<i>Current SACE capabilities</i>	<i>Connection to the key Ideas of this subject: Agency, Self-efficacy, Self-regulation, and Communication</i>
Literacy/ Numeracy/ Information and Communication Technology	Expressing ideas and presenting findings. Building digital fluency through multimodal presentation.
Critical and Creative Thinking	Monitoring thinking strategies Evaluating and responding to feedback Making decisions supported by reasoning Transferring learning from one context to another Generating unique and or innovative ideas Problem-solving to initiate plans and put them into action Planning and delivering through action
Personal and Social Capability	Communicating for a purpose Developing strategic and supportive relationships Accessing community resources Seeking and engaging with the perspectives of others Developing a growth mindset Driving learning progress and owning personal choices Managing motivation and progress Responding to challenges and seeking help Developing an optimistic sense of self-efficacy Building initiative and determination
Ethical Understanding	Acting ethically in personal interactions Recognising the impact of decisions on others Demonstrating awareness and empathy when exploring and sharing aspects of identity Accepting and valuing diversity
Intercultural Understanding	Recognising aspects of self-identity linked to culture. Exploring personal identity in the context of local, national, and global communities Exploring individual agency balanced with community responsibilities

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

In undertaking Stage 2 Activating Identities and Futures, students should consider and be respectful of Aboriginal and Torres Strait Islander cultures and perspectives. Students should consider and/or seek cultural advice in deciding what to include in their exploration and make personal decisions about the respect and sensitivity of what they chose to explore and discuss.

Learning requirements

The learning requirements summarise the knowledge, skills, and understanding students are entitled to develop and demonstrate through their learning in Stage 2 Activating Identities and Futures.

In this subject, students:

- develop **agency** by setting a Learning Goal, exploring a topic of their choice and showcasing their Output of Learning
- demonstrate **self-regulation** in time management, decision-making, and the consideration of strategies, perspectives, and feedback to achieve their Learning Goal
- develop and apply **metacognitive** skills by showing awareness of their own thinking in relation to the learning process and engaging in continuous reflection about their learning
- develop their **reflective practices** and **evaluative judgement** through relevant feedback about the learning process in relation to their progression to the Learning Goal.

Evidence of learning

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

The following assessment types enable students to demonstrate their learning in Stage 2 Activating Identities and Futures:

School assessment

- Assessment Type 1 Portfolio 35%
- Assessment Type 2 Progress Checks 35%

External assessment

- Assessment Type 3 Appraisal 30%

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:

Exploring

- E1 Exploring ideas related to an area of interest
- E2 Selecting and applying strategies
- E3 Selecting and using perspectives

Planning and Acting

- PA1 Seeking and responding to feedback
- PA2 Managing time and resources
- PA3 Making judgements and decisions

Appraising

- A1 Appraising the personal value of the learning experiences
- A2 Appraising the impact of strategies, perspectives and/or feedback to progress the learning towards the learning goal
- A3 Appraising learning development as represented in the Output of Learning

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School assessment

Assessment Type 1: Portfolio (35%)

In the Portfolio, students explore ideas related to a Learning Goal of personal interest. They sharpen the focus of their Learning Goal by considering the value and purpose of their topic to self and/or others and/or the community. Students explore and select relevant strategies to progress their learning. They actively seek perspectives to build their understanding and ideas when exploring their topic and seek feedback from responsive co-agents such as teachers, peers, and subject matter experts about their learning processes. Students demonstrate agency, self-regulation, and metacognitive skills in progressing and reflecting on their learning and learning processes.

The Portfolio contains a collection of natural evidence of learning, which demonstrates the student's journey towards their Learning Goal. This evidence should be an authentic collection of relevant material, for example: photos, annotated articles, recorded observations, voice notes, transcripts, scrap books, sticky notes, and diagrams. Many other forms of evidence are appropriate if relevant to the learning, but artificial curation of the material is not required. The content of each student's Portfolio will be as diverse as the student's choice of Learning Goal.

While there are no prescribed assessment conditions, evidence, including the volume of work and hours spent, should be commensurate with a 10 credit, Stage 2 subject.

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

- Exploring (E1, E2, E3)
- Planning and Acting (PA1)

Assessment Type 2: Progress Checks (35%)

In this assessment type, students discuss the progress of their learning in relation to their intended Learning Goal. Students use examples from their Portfolio as evidence of their progress and as reference points to evaluate the relative impact of strategies, perspectives; and/or feedback they have used at each point. Students will explain and appraise their judgements and decisions at the time of each Progress Check, indicating actions that have been taken in response to feedback connected to their learning. The student's use of evidence and the quality of their discussions with their teacher will indicate how effectively they are managing time and resources.

These Progress Checks require retrospective and prospective reflection about the learning process and enable the student to display their metacognitive skills. Progress checks should, therefore, occur strategically throughout the development of the portfolio at times chosen collaboratively by student and teacher. It is necessary to ensure that there is sufficient time between the Progress Checks and the Appraisal to allow development to occur.

Student evidence for this assessment type may be written, oral, or multimodal. Examples from the Portfolio must be used to illustrate the student's discussion. While progress checks should occur over the course, evidence for this assessment type is captured in two or more Progress Checks. The evidence provided for moderation should be authentic and not contrived or overly curated. For moderation, students submit a combined maximum of 1500 words if written, 10 minutes if oral, or the equivalent in multimodal form.

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

- Planning and Acting (PA2, PA3)
- Appraising (A2)

External assessment

Assessment Type 3: Appraisal (30%)

In this assessment, students evidence their Output of Learning that showcases the progress to or attainment of their Learning Goal, appraising the value and purpose of the learning for themselves. They evaluate the impact of strategies, perspectives, and feedback, identifying the most significant contributing factor/s that supported the learning progress towards their Learning Goal and Output of Learning. They also showcase their Output of Learning and appraise it based on their learning development and own goals chosen and shaped throughout the portfolio. Their Appraisal may also include anticipation of future benefits related to transfer of skills and knowledge and development of connections.

An Appraisal should be a maximum of 1000 words if written, a maximum of 6 minutes if oral, or the equivalent in multimodal form. The Output of Learning must be evidenced in the Appraisal but does not contribute to the word count or time limit.

Examples of an Appraisal with an Output of Learning showcasing the Learning Goal include, but are not limited to:

Learning goal	Output of learning	Appraisal
To learn about sustainable farming practices to use on their farm.	A recorded discussion of the student with their parent of their main findings.	The Appraisal is a written response of 1000 words with the recording/transcript of the discussion attached.
To rebuild parts of a car engine	Two pages of annotated photos showing how the car engine was reconditioned.	The Appraisal consists of a 6-minute audio recording where the student references the photos as they are speaking.
To design and handknit a jumper	The nearly completed jumper.	The Appraisal is a 6-minute video, including the student wearing the jumper.
To make a short film in the horror genre	A storyboard with annotations of techniques and horror influences, with some uncut practice footage.	The Appraisal consists of a 6-minute screencast of their materials accompanied by a student voiceover.
To research recent innovations in cochlear implants and their support of speech development in children	Scientific article written for publication in a magazine.	The Appraisal consists of a 1000-word discussion in the form of paragraph annotations around the article they have written.

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

- Appraising (A1, A2, A3)

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 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.

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
- 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 Activating Identities and Futures

Exploring Developing agency			Planning and Acting Developing self-regulation and metacognition			Appraising Developing reflective practice and evaluative judgement			
Learning how to learn independently			Knowing what to do when you don't know what to do			Revealing your thinking			
E1 Exploring ideas related to an area of interest	E2 Selecting and applying strategies	E3 Selecting and using perspectives	PA1 Seeking and responding to feedback	PA2 Managing time and resources	PA3 Making judgements and decisions	A1 Appraising the personal value of the learning experiences	A2 Appraising the impact of strategies, perspectives and/or feedback to progress the learning towards the learning goal	A3 Appraising the learning development as represented in the output of learning	
A	Organises ideas and makes discerning choices about the direction of the learning	Develops, tests, and/or adapts strategies, considering their implications on the learning	Selects and synthesises relevant perspectives to progress the learning	Seeks targeted feedback and makes discerning responses to progress the learning	Strategically manages time and resources with responses to risks and opportunities to progress the learning	Demonstrates discerning judgement and decision-making to progress the learning	Insightfully appraises the personal value of the learning experiences	Appraises the related impact of strategies, perspectives, and/or feedback to progress the learning towards the learning goal	Appraises the extent of learning development, using interconnected measures, as represented in the output of learning
B	Purposefully explores a range of ideas and connects them to progress the learning	Selects strategies and adjusts them for purpose to progress the learning	Selects and uses relevant perspectives to progress the learning	Seeks relevant feedback and makes appropriate responses to progress the learning	Manages the use of time and resources to progress the learning with awareness of risks and opportunities	Demonstrates informed judgement and decision-making to progress the learning	Appraises the personal value of the learning experiences	Appraises the impact of strategies, perspectives, and/or feedback to progress the learning towards the learning goal	Appraises the extent of learning development as represented in the output of learning
C	Explores and builds on ideas related to an area of interest	Selects and applies strategies to complete tasks and/or goals	Includes perspectives to progress the learning	Seeks and responds to feedback to progress the learning	Manages time and resources to progress the learning	Makes judgements and decisions to progress the learning	Considers the personal value of the learning experiences	Discusses the impact of strategies, perspectives, and/or feedback to progress the learning	Discusses how the output of learning represents progress towards the learning goal
D	Collects information related to an area of interest	Uses a strategy to complete a task	Acknowledges the purpose of identified perspectives related to an area of interest	Seeks and/or provides a response to feedback	Completes some tasks	Makes some decisions related to the learning goal	Identifies the value of the learning experience/s	Describes strategies, perspectives, and/or feedback used in the learning	Describes the relationship between the output of learning and the learning goal
E	Describes an area of interest	Describes a strategy	Identifies individuals or groups related to the area of interest	Acknowledges feedback	Initiates a task	Identifies a process and/or decision related to the learning	Identifies aspects of the learning	Identifies a strategy, perspective, and/or feedback used in the learning	Identifies the output of learning and/or learning goal