# Government of South Australia LogoSACE Board Logo2024 Integrated Learning Subject Assessment Advice

Overview

Subject assessment advice, based on the 2024 assessment cycle, gives 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, and the quality of student performance.

The Subject Renewal program has introduced changes for many subjects in 2025, and these are detailed in the change log at the front of each subject outline. When reviewing the 2024 Subject Assessment Advice, it is important to consider any updates to this subject to ensure the feedback in this document remains accurate.

# School Assessment

Teachers can improve the moderation process and the online process by:

* thoroughly checking that all grades entered in school online are correct
* ensuring the uploaded tasks are legible, all facing up (and all the same way), and remove blank pages, student notes and formula pages
* ensuring the uploaded responses have pages the same size and in colour so teacher marking, and comments are clear
* ensuring any audio/video are of quality sound and files can be played/viewed
* ensuring when combining multiple assessment types into an integrated package, it is indicated how it will be presented in the LAP, attached within the teacher materials section. This ensures that the correct number of individual tasks represented in the evidence for each assessment type is submitted
* ensuring for 20 credits of Integrated Learning, a total of 5-6 assessments following the assessment type combinations are required
* ensuring for 10 credits of Integrated Learning, a total of 3-4 assessments following the assessment type combinations are required.

Assessment Type 1: Practical Inquiry (40%)

Practical inquiry tasks are an opportunity for students to demonstrate practical application and development of knowledge, concepts and skills related to the program focus. A diverse range of both practical and creative tasks are completed by students, who then evaluate their learning referring to the development of a chosen SACE capability/capabilities. The subject outline requires that at least one practical inquiry task should include a discussion as a form of evidence.

Teachers can elicit more successful responses by:

* (for discussion purposes) creating a central discussion point or question, linked to the learning focus, which is consistently revisited throughout practical tasks and activities. This question can be addressed by students in their reflections at the conclusion of their learning experiences
* collaboratively designing meaningful practical inquiry tasks that align with student interests and skills, fostering the development of their capabilities for future learning
* ensuring that the practical inquiry offers avenues for students to both provide and receive feedback, as well as engage in self-assessment.

The more successful responses commonly:

* had video discussions, where students could address their learning across many of their AT1 tasks
* demonstrated the development of skills for a purpose related to the program focus
* clearly articulated their development of a chosen capability alongside increased knowledge and understanding related to the program focus
* showed a depth of understanding and knowledge related to the program focus, coupled with an analysis of the student’s own learning
* included a discussion to support and enhance student evidence, covering all tasks within AT1
* evaluated feedback from others to help inform self-assessment
* considered and discussed a range of perspectives when analysing concepts, ideas, and skills development
* were able to articulate how and/or why different perspectives might exist in relation to an issue, problem, or activity
* accessed and acknowledged a broad range of relevant sources to evidence in-depth inquiry, analysis, and investigation
* included a clear analysis of their findings and related them to the program focus
* utilised opportunities across multiple tasks to address assessment criteria
* used clearly labelled and annotated video and/or images, drawings, and diagrams to assist in evidencing application and learning
* allowed students to leverage their strengths when considering how to present evidence
* allowed students to use their strengths when considering how to present evidence.

The less successful responses commonly:

* were recounts of events/activities with little evidence of application, analysis, or self-assessment
* demonstrated minimal understanding and development of their chosen capability
* feedback from others was only included as an appendix, rather than being discussed in-text to inform self-assessment
* feedback from others was limited and not considered in students’ reflection of task
* included limited student evidence, instead focusing primarily on teacher feedback (e.g., checklists)
* were highly scaffolded, restricting students' ability to select the most appropriate mode of evidence for their skill set or choice of topic
* implied the use of inquiry methods, rather than clearly acknowledging sources and/or perspectives
* did not include evidence of a discussion where students had the opportunity to support and enhance evidence related to the specific features of the assessment design criteria, particularly in the areas of self-assessment, capabilities, and skills development.

Assessment Type 2: Connections (30%)

For connections tasks, as outlined in the subject guidelines, students are directed to collaborate with peers to engage in designated tasks or activities fostering connections between the program focus and the development of one or more capabilities. Individually, students pinpoint their contributions to the collaborative task, express their ideas and opinions, and subsequently assess their learning, incorporating feedback received from others. They specifically refer to the advancement of a pertinent capability in their evaluation.

Teachers can elicit more successful responses by:

* making insightful decisions regarding aligning specific features and performance standards needed for the Connections assessment type with the learning activities
* explicitly identifying potential capability development during the negotiation/co-design phase of the student collaboration activity.

The more successful responses commonly:

* engaged in tasks that were dynamic (and diverse), offering students the opportunity for sustained, productive, and authentic collaboration
* demonstrated explicit and transparent evidence of collaboration, including specific examples of individual contributions to the task, activity, or group outcome
* presented collaboration that showed clear evidence of individual growth within the team
* utilised a variety of modes to present information, tailored to the individual strengths of students
* gathered feedback from diverse sources, including peers, teachers, mentors, other school staff, youth workers, younger students for whom activities were created, and/or community members (e.g., coaches, chefs)
* analysed feedback from others whilst assessing their own development of skills, learning and next steps
* employed self-assessment and feedback sheets, annotated to explain how they were utilised to aid student learning
* provided a range of authentic evidence of individual learning, including photos, graphs, forms, surveys, and data, to demonstrate inquiry, application, and collaboration
* analysed and acknowledged various relevant, respected sources, demonstrating evidence of broad and discerning inquiry to support application, and understanding
* established connections between their understanding and development of a chosen capability and the program focus
* evaluated the goal, learning outcome, or purposeful application of knowledge, concepts, and/or skills for themselves and their group, drawing on self-assessment and feedback from others
* discussed the contemporary issue investigated, along with an evaluation of the group processes, including the group's dynamics, roles, and responsibilities.

The less successful responses commonly:

* defined chosen capability/capabilities in general terms, without explaining their personal understanding or application of the capability/capabilities
* provided responses that focused on descriptions rather than engaging in analysis and evaluation
* offered only incidental collaboration opportunities or tasks where students worked in parallel toward a common goal, rather than engaging in ongoing group work with equal responsibility for designing and delivering an outcome
* presented identical evidence for each student within a group, failing to clearly identify individual contributions or perspectives, and lacking personal reflections (e.g., self-assessment of learning, development of capability/capabilities)
* demonstrated that student evidence was not easily distinguishable from teacher-directed activities
* were overly scaffolded, limiting students' opportunities for in-depth and insightful analysis
* showed minimal evidence of self-assessment and/or feedback from others.

# External Assessment

Assessment Type 3: Personal Endeavour (30%)

The Personal Endeavour provides students with the chance to delve into an aspect of the program focus that captivates their interest. Through investigation and analysis of pertinent concepts, ideas, and skills, students communicate their thoughts and opinions on the subject. Within their personal endeavour, students choose one capability to develop and establish connections between that capability and their chosen area of interest. It is important to note that students within the same class are required to pursue distinct personal endeavours.

The more successful responses commonly:

* chose topics individually based on personal interest, enhancing engagement and learning
* possessed a clearly defined purpose or question, providing clarity and direction for the inquiry
* demonstrated a comprehensive, contextual understanding of the chosen SACE capability and explicitly discussed examples of how the student had developed this capability throughout their personal endeavour
* used and acknowledged a variety of relevant sources to support the understanding and development of knowledge, concepts, and skills
* showed evidence of capability development throughout the work, not solely confined to the capability section
* considered a broad spectrum of perspectives when analysing concepts, ideas, and skill development
* included annotated/captioned photos, data, tables, images, etc., to provide evidence of understanding and development of skills, knowledge, concepts, and capability
* utilised a mode of presentation appropriate to the task and the students' individual strengths.

The less successful responses commonly:

* required all students within a class to explore the same topic or question (which goes against subject outline)
* involved significant scaffolding and lack of student choice
* offered only one perspective or relied on a singular source of inquiry
* presented minimal or no evidence of inquiry or analysis from various sources
* consisted of recounts of experiences or events with limited analysis of concepts, ideas, and skills development
* demonstrated limited personal understanding of the chosen capability, instead relying on quoted SACE definitions for each capability.

General

Across the various assessment types in this subject, students have the option to express their responses orally or through multimodal means, with 6 minutes equating to approximately 1000 words, and 12 minutes, 2000 words. As per, 2023 (regarding multimodal), students are cautioned against excessively accelerating the pace of their video recordings in an attempt to fit more content within the maximum time limit. If markers or moderators identify a video flagged for speed-related issues, schools will be required to furnish a transcript. Markers and moderators will then assess based on the evidence provided in the transcript, taking into consideration only the content within the specified word limit (e.g., up to 2000 words for Assessment Type 3: Personal Endeavour).

Teachers must allow for student autonomy and individuality, with students taking on key roles or tasks in each of the assessment types.

As per the advice from 2023, there were no modifications to the assessment task types or the number of assessments in Integrated Learning due to COVID. Nonetheless, a minor adjustment was implemented in the Integrated Learning subject outline, specifically in AU1, focusing on the understanding and development of knowledge, concepts, and/or skills related to the program focus. It is important to mention that the subject outline allows for ample flexibility within the course.