

Integrated Learning

2011 Subject Outline

Stage 1 and Stage 2



Government
of South Australia

SACE
Board of SA

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, on the basis of the evidence provided, how well a student has demonstrated his or her learning.

During the teaching and learning program the teacher gives students feedback on, and makes decisions about, the quality of 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-based 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.

At the student's completion of study of the subject, the teacher uses a SACE Board school assessment grade calculator to combine the grades for the school-based assessment types and determine the student's school-based assessment grade in the range A+ to E–. The calculator is available on the SACE website (www.sace.sa.edu.au).

In the external assessment, assessors use the performance standards to make a decision about the quality of students' learning, based on the evidence provided.

The student's school-based 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	Investigation and Analysis	Communication and Collaboration	Evaluation and Reflection	Understanding
A	<p>Comprehensive development of knowledge, concepts, and skills.</p> <p>Insightful and comprehensive application of a range of knowledge, concepts, and skills for a purpose.</p>	<p>Focused and in-depth investigation into relevant information, concepts, and ideas using a variety of sources.</p> <p>Focused and in-depth analysis of concepts, ideas, and skill development from a variety of perspectives.</p>	<p>Sustained and productive collaboration with others.</p> <p>Clear and comprehensive communication of ideas and informed opinions.</p> <p>Coherent, insightful, and well-informed discussion and justification of ideas and opinions.</p>	<p>Perceptive and critical evaluation of the student's own learning and progress in learning.</p> <p>Perceptive and constructive reflection on learning from peer assessment and self-assessment.</p>	<p>In-depth and clear understanding and explanation of the connections between the program focus and the capability in each chosen key area.</p> <p>Sophisticated development and demonstration of the capability in each chosen key area.</p>
B	<p>Focused development of knowledge, concepts, and skills.</p> <p>Well-considered application of a range of knowledge, concepts, and skills for a purpose.</p>	<p>Some depth in investigation into relevant information, concepts, and ideas using a variety of sources.</p> <p>Thorough analysis of concepts, ideas, and skill development from different perspectives.</p>	<p>Purposeful collaboration with others.</p> <p>Clear and detailed communication of ideas and informed opinions.</p> <p>Clear and informed discussion and justification of ideas and opinions.</p>	<p>Thoughtful and critical evaluation of the student's own learning and progress in learning.</p> <p>Considered and constructive reflection on learning from peer assessment and self-assessment.</p>	<p>Some depth and clarity in an understanding and explanation of the connections between the program focus and the capability in each chosen key area.</p> <p>Well-considered development and demonstration of the capability in each chosen key area.</p>
C	<p>Competent development of knowledge, concepts, and skills.</p> <p>Appropriate application of knowledge, concepts, and skills for a purpose.</p>	<p>Competent investigation into relevant information, concepts, and ideas using a variety of sources.</p> <p>Competent analysis of concepts, ideas, and skill development from different perspectives.</p>	<p>Appropriate collaboration with others.</p> <p>Appropriate and generally clear communication of ideas and informed opinions.</p> <p>Competent discussion and justification of ideas and opinions.</p>	<p>Considered evaluation of the student's own learning and progress in learning.</p> <p>Considered reflection on learning from peer assessment and self-assessment.</p>	<p>Understanding and some explanation of the connections between the program focus and the capability in each chosen key area.</p> <p>Competent development and demonstration of the capability in each chosen key area.</p>

	Application	Investigation and Analysis	Communication and Collaboration	Evaluation and Reflection	Understanding
D	<p>Partial development of knowledge and skills.</p> <p>Basic application of some knowledge and skills with some relationship to a purpose.</p>	<p>Incomplete investigation into information, concepts, or ideas, with more emphasis on information than ideas and concepts.</p> <p>Incomplete recount of concepts, ideas, or skills, with identification of more than one perspective.</p>	<p>Some occasional collaboration with others.</p> <p>Partial and unfocused communication of ideas or opinions.</p> <p>Some description, with elements of justification, of ideas or opinions.</p>	<p>Some understanding and description of aspects of the student's own learning and progress in learning.</p> <p>Some description of learning from peer assessment and/or self-assessment.</p>	<p>Basic understanding and awareness of some of the connections between the program focus and the capability in a chosen key area.</p> <p>Some development and demonstration of aspects of the capability in each chosen key area.</p>
E	<p>Attempted development of knowledge and skills.</p> <p>Limited application of some knowledge or skills, with some attempted link to a purpose.</p>	<p>Attempted identification of a concept, idea, or skill.</p> <p>Attempted investigation of information or ideas, in one or more sources, which may have some relevance.</p>	<p>Limited collaboration with others.</p> <p>Some attempted communication of ideas or opinions.</p> <p>Brief description of an idea or opinion.</p>	<p>Some awareness and recognition of the student's own learning or progress in learning.</p> <p>Limited recount of learning from peer assessment and self-assessment.</p>	<p>Limited understanding of isolated connections between the program focus and the capability in a chosen key area.</p> <p>Emerging understanding, development, or demonstration of the capability in each chosen key area.</p>