

## Activating Identities and Futures (pilot)

### Stage 2

#### Version/history

Accredited in November 2021 for teaching in semester 1, 2022 by the SACE Change Network schools only. Editorial changes may be made as a result of the pilot. This subject will replace the Research Project in 2023.

#### Subject description

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

The purpose of the Activating Identities and Futures is for students to take greater ownership and agency over their learning (learning how to learn) as they select relevant strategies (knowing what to do when you don't know what to do) to explore, conceptualise, create and/or plan to progress an area of personal interest towards a learning output.

When selecting the focus area for their Learning Exploration, students are encouraged to reflect on capabilities, strategies, insights developed in Stage 1 Exploring Identities and Futures.

Students explore ideas related to an area of personal interest (Zest) through a process of self-directed inquiry (Agency). They identify relevant knowledge, skills and capabilities developed throughout their education (Deep Understanding) they could draw on in this new context and select relevant strategies to progress the learning to a resolution (Transfer). The focus of the exploration aims to develop capabilities and support students in their chosen pathways (Lifelong learning).

Students make purposeful connections with others (Human Connectedness) to develop new perspective, seek authentic feedback and inform decisions about relevant strategies to progress their learning. They appraise the effectiveness of strategies, perspectives and feedback in supporting them to develop their knowledge, skills and/or capabilities to achieve a resolution that has value and impact to themselves and/or others and/or the broader community (Belonging).

#### Capabilities

Capabilities are reflected in the learning and assessment design of Activating Identities and Futures; 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.

Student development of the capabilities are a fundamental part of the Activating Identities and Futures and are embedded within the subject. Capabilities initiated in Stage 1 Exploring Identities and Futures and developed through SACE studies are showcased in the Stage 2 Activating Identities and Futures.

## Activating Identities and Futures: current and future capabilities

Current AC capabilities	How could they be expressed in future capabilities?	How are these behaviours evident in the proposed performance standards?
Literacy Numeracy	Comprehension, conveying knowledge and understanding.	Expressing ideas and presenting findings. Sharing discoveries. Effective modes of communication. Building digital fluency through multimodal presentation.
Information and Communication Technology	Developing proficiency with technological tools Multimodal communication	
Critical and Creative Thinking	Demonstrating quality thinking. Curiosity, noticing and inquiring. Reasoned decision making. Evolving creative solutions in novel contexts - <b>transfer of learning</b>	
Personal and Social Capability	Personal development and growth. Recognition of self and others. Independence and <b>agency</b> Demonstrating personal enterprise.	Demonstrating <b>independence, autonomy, and self-regulation</b> . Planning and delivering through action. <b>Reflective evaluation</b> of development and decisions to take stock and make progress. Generating <b>meta-strategies</b> – knowing how to move forward. Deriving impact from <b>personal growth</b> and a <b>collective impact</b> . Acknowledging milestones and achievements. Driving learning progress and owning personal choices - <b>agency</b> .
Ethical Understanding	Behaving ethically. Understanding ethical responsibility	<b>Acting ethically</b> in exploring complex and/or sensitive concepts and attributing sources and findings. Making decisions aligned to personal values, while acknowledging the impacts on others/community.
Intercultural Understanding	Being receptive to the <b>perspectives, beliefs, cultures</b> of others	Seeking and <b>incorporating perspectives</b> (including cultural) during exploration, which may be reflected in the outputs. Acknowledging different world views and ways of knowing and being.

Considerations of the local and national developments in the future capabilities and their dimensions have been incorporated into the construction of the performance standards. It is evident that the performance standards intend to foster autonomy, and self-regulation. Agency is encouraged in the guided approach to inquiry. To transfer learning, connections are identified between perspectives sought and decisions enacted. Making thinking evident in decisions and actions in support of meta-strategies. Processes are managed, implemented, and evaluated in light of learning.

## 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 make 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 that students are expected to develop and demonstrate through their learning in Stage 2 Activating Identities and Futures.

In this subject, students:

1. consider the purpose and value of the learning for self, others and/or community
2. explore, select and use strategies, perspectives and feedback to progress the learning
3. manage time and resources and engage in decision making to progress the learning
4. evaluate and reflect upon the impact of strategies, perspectives and feedback upon the learning process and output

## Context

Stage 2 Activating Identities and Futures may be approached in many ways, but should draw on student's personal areas of interest and provide an opportunity to build on and/or develop new skills and capabilities that will support a student's pathways beyond school.

### Contexts

As an introduction to the SACE students complete Stage 1 Exploring Identities and Futures. This subject examines identity and incorporates a planned look forward to future personal development, capabilities and aspirations. Some students will find the insights gained into their identity and personal passions in the Stage 1 Exploring Identities and Futures to be a rich resource when later selecting a focus for their Activating Identities and Futures. Developing a focus for the Activating Identities and Futures should stem from interests, passions, skills and capabilities, aspirations or a combination of several of these. Approaches and focus areas can allow students to deepen an area of current personal interest or examine an area new to their experience and valuable to their ongoing development.

Approaches, contexts and strategies will vary with individual students. Some students may develop a product, plan a service or social enterprise, examine a problem, question or theory using research methodology or expanding a personal passion. Others may decide to examine or extend their vocational aspirations or entrepreneurial ideas. Two such approaches are exemplified below.

### Vocational Context

In this context, students consider a focus area they want to explore to support them to transition to a vocational pathway of interest. They make considered decisions and take action when exposed to vocational contexts and develop an awareness and adaptability to respond to changes related to their focus area.

Students focus on the development of transferable personal and professional skills, knowledge and capabilities in preparation for pathways into further study, training and/or employment. Students determine their vocational context, which may be in collaboration with industry, community and other partners, and may complement an existing VET, career or workplace interest or experience.

This approach allows students to explore opportunities to apply knowledge, skills and capabilities, take action, and make decisions in a real-world context related to their vocational focus. The extension of connections and networks will enable students to explore work skills and opportunities and/or experiment with potential career and life pathways.

## Entrepreneurial Context

In this context, students act as entrepreneurs to assume risks to start and operate a business or find new ways to do business better. Alternatively, as a social entrepreneur they pursue novel applications to solve community-based problems. In both examples, they identify and pursue opportunities without allowing risks to become barriers. They identify a gap, an opportunity or a need and explore potential resources and risks. They innovate, initiate change, source new ideas, and put them into action. Students develop and aim to transform their world by presenting solutions that initiate social, environmental or financial benefit.

Entrepreneurship is demonstrated when students take their ideas and aspirations and turn them into action in a direction of their own choosing. They develop agency by managing risk and demonstrating resilience and perseverance. They learn to work in a space with a high degree of uncertainty and ambiguity.

This approach allows students to develop agency by mobilising resources and displaying purposeful and skilful action when leading, influencing or inspiring. They develop deep knowledge relevant to the initiative that may include project management methodology, generating business intelligence, stakeholder engagement or technical skills.

## 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
- Planning and Acting
- Appraising

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.

## Exploring

The specific features are as follows:

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

## Planning and Acting

The specific features are as follows:

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

## Appraising

The specific features are as follows:

- A1 Appraising the value and purpose of the learning output for self and/or others and/or community
- A2 Evaluating the impact of strategies, perspectives and feedback upon the learning process and output

## School assessment

### Assessment Type 1: Portfolio (35%)

In this assessment type, students initially explore a focus area that is of interest to them. They sharpen the focus of their learning intention by considering the value and purpose of their topic to self and/or others and/or the community. Students explore strategies and select those of most relevance to progress their learning. They actively seek perspectives from sources including more knowledgeable others. Students demonstrate agency in developing and following a plan to manage their time and resources towards timely completion of their learning output.

Evidence for the portfolio should contain a collection of students' natural artefacts of learning as the progress through their exploration. While there are no assessment conditions prescribed, evidence should be commensurate with a 10 credit, Stage 2 subject.

Examples of evidence includes but is not limited to:

- plans
- designs
- concept maps
- prototypes
- video recordings
- audio recordings
- journal reflections
- charts
- murals
- articles or excerpts
- annotated photos
- sketches
- notes

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)
- Appraising (A1)

## Assessment Type 2: Progress Checks (35%)

In this assessment type, students discuss the progress of their learning in relation to their intended output. They evaluate the relative impact of different strategies and perspectives they have utilised to this point and consider what strategies and perspectives they will select to continue progress towards their intended output.

Students consider the influence of specific feedback on their learning progress to date, indicating what actions have been taken in response to significant feedback. They reflect on how feedback has assisted in refining their learning intention. Students plan who they will seek feedback from next and justify how this feedback might be used to progress their learning.

Student evidence for this assessment type may take the form of a presentation, an audio or video recording, a discussion and/or report. Evidence for this assessment type may be captured in a single, or selection, of multiple progress checks.

Students complete one or more tasks, with 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 share their output of learning, appraising the value and purpose of the learning for themselves and/or others and/or the community. They evaluate the impact of strategies, perspectives, and feedback, identifying the most significant contributing factor/s that supported the learning process and the completion of their learning output. Their appraisal may also include anticipation of future benefits related to transfer of skills and knowledge, development of connections and capabilities.

An appraisal should be a maximum of 1000 words if written, a maximum of 6 minutes if oral, or the equivalent in multimodal form.

Examples of an appraisal include but are not limited to:

- A 6-minute video recording of a student pitching their product to a panel. They discuss the value and purpose of their business for themselves and their customers, and project future uses and benefits of their product. They detail the role human-centred design has played in their prototyping and identify key feedback that progressed their learning.
- A 5-minute audio recording accompanied by 2 pages of annotated photos of a reconditioned car engine. Student appraises the value of rebuilding the engine and explains its intended purpose for use in their personal car, as well as the skills and knowledge that will support their vocational aspirations. They discuss the importance of feedback to the successful completion of their engine.



- An original vegan recipe book presented as a PDF with annotations identifying the important contribution of strategies, perspectives and feedback to different components. A foreword explaining the value and purpose of this recipe book identifies the personal values of the student, and the potential positive impact a plant-based diet can have on climate change.
- A 6-minute screencast (or similar) of a student scrolling through and discussing excerpts from the report they have written regarding an innovation in cochlear implants. To illustrate the value and purpose of the learning, they share the importance of this issue for their sister, as well as the broader community. They appraise the impact of perspectives and feedback on the progress of their learning, identifying sections of their report that benefited from engaging with a medical researcher.
- A 6-minute video of a student wearing a jumper they designed, and hand knitted, discussing the skills and insights they developed about slow fashion and the wool industry. They consider the impact of a range of strategies and identify 1:1 coaching as the most effective strategy. They project the future benefits of the connections and capabilities they have developed.

The following specific features of the assessment design criteria for this subject may be assessed.

- Appraising (A1, A2)

## 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	Planning and Acting	Appraising
<p><b>Exploring Ideas, Strategies and Perspectives</b></p> <p><b>E1 Exploring ideas related to an area of interest</b> <i>Exploring areas of interest/finding a path of curiosity or endeavour</i></p> <p><b>E2 Selecting and applying strategies to progress the learning</b> <i>Drawing on and generating fit-for purpose strategies to progress the learning</i></p> <p><b>E3 Selecting and using perspectives to progress the learning</b> <i>Seeking relevant perspectives and making decisions about if and how the perspectives influence the learning</i></p>	<p><b>Planning and acting with strategic intent</b></p> <p><b>PA1 Managing time and resources to progress the learning</b> <i>Demonstrating agency in planning and organising the progress of learning</i></p> <p><b>PA2 Seeking and responding to feedback to progress the learning</b> <i>Seeking and acting upon feedback about progress of learning from teacher, parent, peer, mentor etc</i></p> <p><b>PA3 Making judgements and decisions to progress the learning</b> <i>Engaging in thoughtful and informed judgments and decision-making</i></p>	<p><b>Appraising the learning output, celebrating quality and shifts in learning</b></p> <p><b>A1 Appraising the value and purpose of the learning output for self and/or others and/or community</b> <i>Appraising and reflecting on the value and purpose of the learning output on the self and/or others and/or community</i></p> <p><b>A2 Evaluating the impact of strategies, perspectives and feedback upon the learning process and output</b> <i>Appraising, and reflecting on the learning output in relation to the impact of strategies, perspectives and feedback utilised</i></p>

<b>A</b>	<p>Purposeful exploration of ideas and their implications related to an area of interest</p> <p>Strategic selection and application of highly relevant strategies to progress the learning</p> <p>Discerning selection and synthesis of relevant and varying perspectives to progress the learning</p>	<p>Developing agency and management strategies</p>	<p>Strategically manages time and resources to progress the learning</p> <p>Actively seeks relevant feedback and makes discerning responses to progress the learning</p> <p>Demonstrates discerning judgement and decision-making to progress the learning</p>	<p>Developing self-regulation and metacognition</p>	<p>Appraises and projects the value and purpose of the learning output to self, others and/or community</p> <p>Evaluates and projects the impact of strategies, perspectives and feedback on the learning process and output</p>	<p>Developing reflective practice and evaluative judgement</p>
<b>B</b>	<p>Deep exploration of different ideas related to an area of interest</p> <p>Selection and application of relevant strategies to progress the learning</p> <p>Selection and use of relevant perspectives to progress the learning</p>		<p>Manages time and resources to progress the learning</p> <p>Seeks relevant feedback makes considered responses to progress the learning</p> <p>Demonstrates informed judgement and decision-making to progress the learning</p>		<p>Appraises the value and purpose of the learning output to self, others and/or community</p> <p>Evaluates the impact of strategies, perspectives and feedback upon the learning process and output</p>	
<b>C</b>	<p>Exploration of ideas related to an area of interest</p> <p>Selection and application of generic strategies to progress the learning</p> <p>Incorporation of perspectives to progress the learning</p>		<p>Progresses the learning with guidance to manage time and/or resources</p> <p>Seeks and appropriately responds to feedback to progress the learning</p> <p>Makes judgements and decisions to progress the learning</p>		<p>Considers the value and purpose of the learning output to self, others and/or community</p> <p>Considers the impact of strategies, perspectives and feedback upon the learning process and output</p>	
<b>D</b>	<p>Limited consideration of an area of interest</p> <p>Limited application of strategies to progress the learning</p> <p>Limited identification and use of perspectives</p>		<p>Progresses the learning with guidance and direction to design a simple plan</p> <p>Limited response to feedback provided</p> <p>Describes processes and decisions related to the learning</p>		<p>Identifies limited aspects of the value and purpose of the learning output to self, others and/or community</p> <p>Describes strategies, perspectives and/or feedback used in the learning process and output</p>	

Performance Standards for Stage 2 Activating Identities and Futures

<b>E</b>	Attempted consideration of an area of interest Attempted application of a provided strategy Attempted identification and use of perspectives	Partially describes an element of a simple plan Attempts response to feedback provided Attempts description of a process and/or decision related to the learning	Attempts to identify an aspect of the value and/or purpose of the learning output to self, others and/or community Attempts to describe a strategy, perspective and/or feedback used in the learning process or output
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<p><b>Exploring</b></p> <p>Exploring Ideas, strategies and perspectives</p> <p>Learning how to learn</p>	<p><b>Planning and Acting</b></p> <p>Planning and acting with strategic intent</p> <p>Knowing what to do when you don't know what to do</p>	<p><b>Appraising</b></p> <p>Appraising the learning output, celebrating quality and shifts in learning</p> <p>Revealing your thinking</p>
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