# SACE Board LogoGeneral performance requirements — Student-led learning

In the interviews/conversations with the student, the assessor(s) may use the criteria and indicator checklist(s) as a reference point when constructing questions to elicit the evidence of learning from the student.

Students may provide artefacts/student work that supports the demonstration of their learning.

Students may have a support person with them during assessment interviews/conversations. The student may confer with the support person to further enable them to demonstrate their learning against the performance criteria.

After the interview, the assessor(s) uses the form(s) to assess the level (Stage 1 and/or Stage 2) at which the evidence is provided, and the number of credits to be awarded.

Students are able to gain a maximum of 90 credits for recognition of learning at Stage 1 or Stage 2 including both Recognition of Aboriginal Cultural Knowledge and Learning (RACKL) or across any of the eight areas of student-led community learning towards SACE completion.

Students may gain Stage 2 credits without gaining Stage 1 credits in the same area of learning.

Recognition is not granted against Exploring Identities in Future EIF (at Stage 1), the literacy and numeracy requirements, Activating Identities in Future AIF (at Stage 2), or the requirement for 60 credits at a ‘C’ grade or better at Stage 2.

Summary of general performance requirements in RACKL for student-led learning

| Stage 1, 10 credits | Stage 1, 20 credits | Stage 2, 10 credits | Stage 2, 20 credits |
| --- | --- | --- | --- |
| For 10 Stage 1 credits the student must provide evidence addressing the essential requirement in the Personal Meaning (Being) section.  The student must also provide evidence of learning in both the Knowledge and Understanding and Impact Contribution sections. | For 20 Stage 1 credits the student must provide evidence addressing the essential requirement in the Personal Meaning (Being) section.  The student must also provide evidence of learning in both the Knowledge and Understanding and Impact Contribution sections. | For 10 Stage 2 credits the student must provide evidence addressing the essential requirement in the Personal Meaning (Being) section.  The student must also provide evidence of learning in both the Knowledge and Understanding and Impact Contribution sections. | For 20 Stage 2 credits the student must provide evidence addressing the essential requirement in the Personal Meaning (Being) section.  The student must also provide evidence of learning in both the Knowledge and Understanding and Impact Contribution sections. |
| Essential Personal Meaning (Being) requirement  +  at least 3 Knowledge and Understanding (Knowing) indicators  +  at least 3 Impact and Contribution (Doing) indicators | Essential Personal Meaning (Being) requirement  +  at least 5 Knowledge and Understanding (Knowing) indicators  +  at least 5 Impact and Contribution (Doing) indicators | Essential Personal Meaning (Being) requirement  +  at least 3 Knowledge and Understanding (Knowing) indicators  +  at least 3 Impact and Contribution (Doing) indicators | Essential Personal Meaning (Being) requirement  +  at least 5 Knowledge and Understanding (Knowing) indicators  +  at least 5 Impact and Contribution (Doing) indicators |