# Government of South Australia LogoSACE Board Logo2023 Child Studies Subject Assessment Advice

Overview

Subject assessment advice, based on the 2023 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.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

School Assessment

Assessment Type 1: Practical Activity

At least one practical application must be undertaken individually. The remaining practical activity or activities may be undertaken individually, in pairs, in groups, or as a whole class.

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

* investigation and critical analysis (research task) and/or problem-solving (action plan)
* practical application
* evaluation

The more successful responses commonly:

* demonstrated a nuanced analysis of the assigned topic or issue
* utilised a diverse range of valid sources to substantiate arguments in research tasks, incorporating relevant subject-specific terminology
* employed an appropriate higher order vocabulary in written tasks
* consistently acknowledged and referenced sources in accordance with established citation systems
* successful research tasks employed contemporary sources, often referencing government websites and peer-reviewed articles
* identified issues within action plans directly tied to practical tasks
* presented well-structured action plans and evaluations, clearly aligned with specific features of the assessment design criteria
* provided a range of captioned images directly addressing the processes undertaken in completing practical tasks
* offered clear and detailed annotations for photo evidence, with a variety of images for each Practical Application performance standard
* incorporated practical tasks seamlessly related to the research or problem-solving activities
* evaluated processes by explaining responses, rationale, and outcomes
* evaluated the impact of technology on the health and well-being of children
* responded to contemporary tasks that engaged students effectively
* used fewer issues, allowing effective utilisation of the word count
* worked within the prescribed word count, avoiding unnecessary pages of tables and information
* responded adeptly to the set task, enabling meaningful discussion and research
* executed practical tasks at an advanced skill level, catering to a clear audience
* ensured that evaluations were intricately linked to the assessment criteria
* provided detailed responses to tasks, incorporating relevant and credible sources, including primary and secondary sources
* demonstrated proficiency in selecting and analysing relevant quotes
* maintained clarity and conciseness in practical evidence, aligning with performance standards
* considered the area of study throughout the task, linking back to it consistently
* demonstrated evidence of Practical Applications (PA1, PA2, PA3) through detailed descriptions and photos

The less successful responses commonly:

* limited or superficial photo evidence was observed for Practical Application
* decisions in action plans were stated without adequate justification
* less successful action plans failed to identify relevant issues before decision-making
* responses fell significantly below the word count, lacking sufficient detail
* informal language was used, and numerous issues were present, preventing in-depth analysis
* research primarily consisted of sharing facts
* excessive "clutter" in the form of recipes, appendices, and numerous tables
* inclusion of graphs and tables extended the work beyond the word limit
* practical work photos were included without clear explanations of how they met performance standards
* evaluations lacked connection to E3 and/or E4, with students recounting practical experiences without tying them back to research or action plans
* irrelevant information, and tasks unrelated to child studies were included
* research tasks were deemed too complex or covered too many components within the 500-word limit
* some responses focused on personal opinion rather than demonstrating analysis
* overreliance on overseas sources, when addressing local issues, was noted
* lists of dot-pointed issues lacked discussion or failed to identify specific factors impacting problem-solving in action plans
* evidence of Practical Application was lacking
* practical tasks not specific to the health and well-being of children were included
* an abundance of specific features to address in evaluations hindered students from producing "insightful" or "in-depth" responses
* focus on the technology used rather than evaluating its impact on the health and well-being of children was observed

Assessment Type 2: Group Activity

Students work in groups to plan, organise, and implement action to meet a teacher directed challenge that focuses on the health and wellbeing of children. A group activity must relate to a specific area of study from the subject outline and consist of:

* group decision-making
* a group practical application
* an individual evaluation report

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

* problem-solving
* practical application
* collaboration
* evaluation

The more successful responses commonly:

* utilised a diverse array of photos, screenshots, tables, or planning sheets as evidence of collaboration, accompanied by detailed annotations
* employed sub-headings to clearly indicate where performance standards were addressed, incorporating images of the practical component. Wrote concisely, using formal language, and included all components of the task
* selected topics conducive to fostering productive group discussions
* formed groups comprising of more than two students, featuring a significant practical component that allowed meaningful contributions from everyone. Utilised a planning document clearly showcasing evidence of assigned responsibilities
* demonstrated collaboration consistently throughout the task, from the group plan to the practical. Showcased practical skills, discussed in evidence pages, and supported by comprehensive evaluations that directly related to the task and area of study
* presented clear and concise writing, providing specific evidence supporting collaboration in the group setting­
* exhibited a well-structured and logically flowing response
* demonstrated evidence of active participation in group decision-making. Utilised various means such as mind-maps and tables to communicate evidence of group decision-making
* presented clear evidence of collaboration, including screenshots of planning conversations between students. Addressed collaboration as an integral aspect of group decision-making
* responded to tasks offering multiple opportunities for students to showcase leadership
* provided evaluations encompassing the student's individual performance and the group's collaborative efforts
* implemented effective strategies for task allocation among group members
* focused on ways in which the health and well-being of children would benefit. Involved students actively working with children, allowing for relevant and insightful evaluations

The less successful responses commonly:

* recounted tasks or processes without evaluating their effectiveness
* included food-related tasks not focusing on healthy initiatives or choices, hindering the establishment of a link to specific features related to the health and well-being of children
* lacked evidence of collaboration
* presented as action plans rather than group decision-making plans
* relied on a single photo of a group as evidence for collaboration
* presented a lack of photographic evidence, and the word count was not adhered to
* showed limited collaboration evidence, mentioning it in the group plan but with little evidence in practice and evaluation
* had minimal practical evidence and did not discuss how performance standards were met
* teacher provided headings, limiting evaluation ability
* did not provide sufficient evidence of participation in the group and collaboration
* had limited links to the area of study to guide topics or direction
* limited discussion of factors or issues, presenting a mere list, including time and skill
* task construction and delivery were overly scaffolded, limiting student voice and individual work expression
* provided recount or description rather than evaluation
* implementations were often basic and presented as a list without justification

External Assessment

Assessment Type 3: Investigation

It is encouraged for students to cultivate original and innovative ideas during their investigation. The key steps in the investigation process include identifying a pertinent contemporary issue concerning the health and wellbeing of children, framing this issue as a research question or hypothesis, establishing a connection between the investigation and a specific area of study, clearly defining the scope of the inquiry, analysing information for relevance and appropriateness while ensuring proper acknowledgment of sources, evaluating the evidence collected, and finally, rigorously analysing the findings to draw pertinent conclusions.

It is anticipated the teacher will offer support and feedback to guide the student throughout the investigation.

Teachers are tasked with providing students with opportunities to develop the necessary skills for conducting the required research. Assessment of ICA1, ICA2, ICA3 and E4 will be conducted.

The more successful responses commonly:

* developed a meticulously formulated hypothesis or research question, facilitating in-depth analysis and enabling the student to present their investigation at a high standard within the specified word limit
* clearly articulated the significance of the chosen topic as an issue or trend and established its connection to a specific area of study
* crafted well-constructed introductions that defined the scope of the topic, offering clear direction and insight into the forthcoming investigation
* employed a diverse array of recent and credible information sources, including expert opinions from various mediums such as videos, articles, and podcasts
* made reference to and discussed information included in tables/diagrams and graphs
* maintained a consistent focus on the health and wellbeing of the child in response to each focus question
* formulated open-ended focus questions that prompted analysis, specifically tied to the health and wellbeing of the child
* when utilising graphs and diagrams, explicitly referred to and discussed the presented information
* incorporated relevant graphics that enhanced the investigation, providing a thoughtful discussion to demonstrate understanding
* analysed and interpreted results, outcomes, and conclusions drawn from surveys and/or graphs within the body of the investigation
* utilised a variety of credible sources rooted in factual research, supporting thorough comparison and evaluation
* skilfully drew relevant comparisons and contrasts between data sources
* acknowledged the expertise of sources when applicable and provided specific details regarding critical observations
* consistently referenced a diverse array of credible and highly relevant sources throughout the investigation to substantiate arguments
* integrated data and insights from expert theorists as appropriate to the topic
* demonstrated high levels of analysis, debate, and critical thinking throughout the discussion, culminating in a clear conclusion at the end of each focus question or in the overall conclusion
* concluded the discussion of the topic question or hypothesis effectively, offering clear and concise insights while evaluating any discernible patterns or data relationships
* analysed the researched information and personalised their response
* synthesised the research in their conclusions

The less successful responses commonly:

* explored subject matter that was inappropriate for the specified age group (0-8 years)
* formulated focus questions that were overly broad, restricting the student's ability to delve into the subject matter deeply
* responded to 'what' based questions (e.g. What is ……..) that promoted the recounting of findings rather than engaging in analytical discussion
* recounted facts, data, or made unsupported generalisations
* relied on surveys featuring closed questions, yielding predictable responses
* presented and relied on data from surveys conducted on an audience with no genuine understanding of the topic
* displayed a biased focus on one side of an argument due to a singular expert focus
* utilised a narrow range of resources
* produced substantial sections of work without proper acknowledgment of sources
* focused on discussion rather than addressing a genuine issue

General

When formulating tasks, it is advisable to consider the individual strengths of the students and tailor the tasks to capitalise on these strengths. Additionally, there is merit in revisiting previous tasks to enhance their engagement and feasibility for the students. This entails a thoughtful redesign to ensure that tasks are not only challenging but also achievable, fostering a positive and enriching learning experience.