

Terminology for the South Australian Certificate of Education (SACE)

Activating Identities and Futures

A compulsory Stage 2 subject in the SACE, intended to help students develop independence, agency and metacognitive skills, as they focus on learning what to do when they don't know what to do. To gain their SACE, students must complete 10 credits of Activating Identities and Futures with a C grade (i.e. C+, C, or C-) or better.

Adult student

A student who is at least 18 years old by 1 January of his or her final year of Stage 2 study, and who has left school for at least 1 continuous year before returning to study.

Assessment design criteria

The qualities a student displays in an assessment task and/or in a set of evidence that can be referenced to the performance standards. The performance standards are described through three or four assessment design criteria. Assessment design criteria consist of specific features that students should demonstrate in their evidence of learning, and that teachers look for as evidence that students have met the learning requirements of a subject outline.

Assessment group

The group to which students belong for assessment and moderation in a subject, as determined by the school. The assessment group can include for example: all the students in the school undertaking the subject and taught by one or more teachers; the students in a particular class taught by a particular teacher; the students in more than one school taught by one or more teachers. *Schools Online* will automatically create one assessment group, whenever two or more classes of the same subject have the same teacher in a school.

Assessment task

An assessment activity, item, or instrument for collecting evidence of student achievement of the learning requirements of a subject outline.

Assessment type

A single assessment task or a combination of assessment tasks grouped together to elicit the evidence of achievement that a student needs in order to demonstrate his or her learning against the performance standards.

Australian Qualifications Framework (AQF)

A national framework of formal qualifications issued in the secondary schools sector, the VET sector, and the higher education sector.

Australian Quality Training Framework (AQTF)

A set of nationally agreed standards that ensure the quality and consistency of VET throughout Australia.

Board-accredited subject

The learning and assessment accredited and quality assured by the SACE Board for teaching, learning, and assessment in schools. Each board-accredited subject is described in a subject outline.

Board-recognised course

The learning and assessment accredited and quality assured by other education providers and recognised by the SACE Board for SACE completion.

Borderline grade

When moderating compulsory Stage 1 subjects a 'borderline grade' is a C and/or a D grade that has been marked with an asterisk. The asterisk indicates that the school's assessment decision is on the edge of one grade band and verging on another (for example, C* indicates work in the C grade at the borderline of the D grade; D* indicates work in the D grade at the borderline of the C grade).

Capabilities

The knowledge and skills essential for people to act in effective and successful ways. There are currently five capabilities underpinning the SACE: communication, citizenship, personal development, work, and learning.

The new SACE Capabilities Policy (approved by the SACE Board in 2013) identifies seven capabilities: literacy, numeracy, information and communication technology capability, creative and critical thinking, personal and social capability, ethical understanding, and intercultural understanding.

These seven capabilities have as their basis the Australian Curriculum General Capabilities. All SACE Board-accredited subjects will progressively integrate the seven capabilities as appropriate in curriculum and assessment.

Community learning

The SACE Board recognises that learning does not just happen in the classroom, but in all kinds of settings. SACE students can earn credits for community service or activities through recognised community-developed programs or self-directed community learning.

Information can be found on the website at [Community learning](#).

Competency standard

An industry-determined specification of performance that sets out the skills, knowledge, and attitudes required to operate effectively in employment. Competency standards are commonly known as units of competency, which are themselves made up of elements of competency, together with performance criteria, a range of variables, and an evidence guide. Competency standards are an endorsed component of a training package.

Evidence of learning

The knowledge, skills, and understanding that students demonstrate through a set of assessment tasks that are designed according to guidelines in the subject outline and meet the learning requirements of the subject.

Exploring Identities and Futures

A compulsory Stage 1 subject in the SACE. It is intended to help students explore and showcase their capabilities. To gain their SACE, students must complete 10 credits of Exploring Identities and Futures with a C grade or better.

External assessment

The assessment of student learning is external when the assessment specifications for assessment tasks are defined by the SACE Board; and when each student's performance is assessed by at least one person who is appointed by the SACE Board, and who is not the student's teacher. All Stage 2 Board-accredited subjects have a 30% external assessment component. External assessment applies only to Stage 2 subjects.

Grade band

The five bands of achievement described in the performance standards (A, B, C, D, and E).

Grade level

A level within a grade band at Stage 2 (e.g. A+, A, A-).

Insufficient evidence (I)

The designation I (for 'Insufficient Evidence') that is recorded when the quality of learning based on the set of evidence of learning provided by a student is insufficient to show achievement against the lowest performance standard (grade E) for an assessment type.

Integrated program

A program that combines the learning and assessment requirements of two or more whole subjects. A student's achievements in each subject delivered through an integrated program will be granted SACE credits; the student's results will be reported separately against the name of each subject.

Integrity of assessment procedures

The SACE Board adopts a four-phase process to assure the integrity of assessments: planning, clarifying, confirming, and improving. Each of these phases is based on the interconnected responsibilities of students, teachers, school leaders, and the SACE Board. Planning involves developing, approving, and communicating learning and assessment plans for each subject. Clarifying involves seeking feedback on the interpretation and application of performance standards. Confirming involves ensuring that the interpretation and application of performance standards are comparable across schools. Improving involves providing and analysing students' results to identify where help and support may be provided in the school's teaching, learning, and assessment program.

Learning and assessment plan

A plan that shows a teacher's intended learning and assessment activities for a subject. The intended audience for the plan is the student. The teacher/school develops the plan, which should demonstrate to students the relationship of the learning scope and requirements to the assessment requirements and the performance standards of the subject outline. Learning and assessment plans at both Stage 1 and Stage 2 are approved by the school principal or delegate and retained in the school..

Learning area

Board-accredited subjects are organised in nine learning areas: Arts; Business, Enterprise, and Technology; Cross-disciplinary; English; Health and Physical Education; Humanities and Social Sciences; Languages; Mathematics; and Sciences.

Learning requirements

The summarised knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. The learning requirements form the basis of the content, the evidence of learning that students provide, the assessment design criteria, and the levels of achievement described in the performance standards for a subject outline.

Literacy requirement

To meet the literacy requirement of the SACE, students must complete, with a C grade or better, or the equivalent, 20 credits from a range of Board-accredited English subjects or Board-recognised courses.

The Board has endorsed the Australian Core Skills Framework (ACSF) level 3 descriptions in reading and writing as reference points for the SACE literacy benchmark. The Stage 1 Board-accredited subjects and Board-recognised courses in literacy have the ACSF level 3 integrated in their C grade or satisfactory achievement level.

Moderation sample (Stage 1)

Up to 12 student folios selected by a school to represent the school's assessment decisions at each of the C, C*, D*, and D grades. It also includes: the Stage 1 moderation sample form; assessment task sheets and any associated guide for each task; a copy of the learning and assessment plan (and addendum, if applicable).

Moderation sample (Stage 2)

Refer to [selecting Stage 2 moderation samples](#).

Multimodal text

Combination of two or more communication modes (e.g. combining print, image, and spoken text in film or computer presentations).

Modified subjects

A set of Board-accredited subjects that are designed for students with identified intellectual disabilities. Students who are eligible to enrol in a modified subject are unable, because of intellectual and functional

disabilities, to reach the performance standards in a mainstream subject. The following subjects are available at Stage 1 and Stage 2:

- Business and Enterprise: Modified
- Creative Arts: Modified
- Cross-disciplinary Studies: Modified
- English: Modified
- Health: Modified
- Language and Culture: Modified
- Mathematics: Modified
- Exploring Identities and Futures: Modified (Stage 1 only)
- Activating Identities and Futures: Modified (Stage 2 only)
- Scientific Studies: Modified
- Society and Culture: Modified.

Training.gov.au (TGA)

A national database of VET in Australia. It has information about training packages, VET units of competency, VET qualifications and Registered Training Organisations (RTOs).

New subject

A subject that is developed by a school, an institution, an authority, or an organisation to meet emerging needs. New subjects must be accredited by the SACE Board. Once accredited, these subjects will be made available to all schools.

No result (N)

The designation N (for 'No Result') that is recorded at Stage 1 when a student does not provide evidence of learning for a subject, and at Stage 2 for a component when a student does not provide evidence of learning for the school assessment component or the external assessment component of a subject. A student who receives a 'N' is attributed a numerical value of zero.

Numeracy requirement

To meet the numeracy requirement of the SACE, students must complete, with a C grade or better, or the equivalent, 10 credits from a range of Board-accredited mathematics subjects or Board-recognised courses.

The Board has endorsed the Australian Core Skills Framework (ACSF) level 3 descriptions in numeracy as reference points for the SACE numeracy benchmark. The Stage 1 Board-accredited subjects and Board-recognised courses in numeracy have the ACSF level 3 integrated in their C grade or satisfactory achievement level.

Partial assessment (PA)

The designation PA (for 'Partial Assessment') that is recorded for a subject when a student does not provide evidence of learning for either the school assessment component or the external assessment component.

Pending (P)

The designation P (for 'Pending') that may be recorded when missing or insufficient evidence of learning prevents a student from gaining a C grade in the Stage 1 Exploring Identities and Futures, or in a Stage 1 English or mathematics subject that meets the literacy or numeracy requirement of the SACE. The designation is recorded until the student is able to provide evidence of learning at the C grade level.

Performance standards

Descriptions of levels of achievement in a subject outline. The five levels of achievement are reported with the grades A to E at Stage 1, and with a finer scale of A+ to E– at Stage 2. Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated evidence of his or her learning. The process of interpreting and reporting a student's level of achievement with reference to the performance standards is called 'standards referencing'.

Private candidate

A student who completes a Board-accredited subject without being formally enrolled in a school and without completing or submitting the school assessment component. Private candidature is approved by the Director, Education Services. Private candidates are not eligible for subject merits and cannot apply for special provisions.

Record of Achievement

The record of a student's achievements in subjects and/or courses at Stage 1 and Stage 2 that can be counted towards SACE completion requirements. It lists the number of SACE credits granted for each subject or course in which the student has recorded achievement. The Record of Achievement is provided to all students at the end of Stage 2, or on request to the SACE Board.

Recognition

The SACE Board recognises and grants SACE credits for appropriate qualifications, subjects, courses, or learning experiences gained by local, interstate, or overseas students.

Information can be found on the website at Other recognised learning.

Registered training organisation (RTO)

An organisation that is authorised to deliver and/or assess training, and to issue qualifications. TAFE SA is a public RTO. All RTOs must meet the standards of the Australian Quality Training Framework.

SACE

South Australian Certificate of Education.

SACE credits

The SACE is a credit-based qualification. Students must gain at least 200 credits to be awarded the SACE.

A 10-credit subject consists of approximately 60 hours of programmed teaching and learning time. It is generally considered to be a one-semester or half-year subject.

A 20-credit subject consists of approximately 120 hours of programmed teaching and learning time. It is generally considered to be a full-year subject.

School assessment

The assessment of student learning is school based when the assessment tasks are designed by the student's teacher in accordance with the specifications in the Board-accredited subject outline; when each student's performance is assessed by the student's teacher; and when the assessments of students' performances are moderated by processes developed by the SACE Board.

Assessment at Stage 1 of the SACE is 100% school based. Assessment at Stage 2 of the SACE is 70% school based and 30% external.

Specific feature

See assessment design criteria.

Student assessment summary

A document that records a student's achievements in their subjects. This document lists, for each subject, a student's school grade and moderated grade for each school assessment type, and their numeric equivalents; school assessment grade and external assessment grade, and their numeric equivalents; final subject grade and its numeric equivalent.

Subject grade

A student's level of achievement in a subject at the end of a program of learning that will be reported to the student by the SACE Board. At Stage 1 the subject grades are reported as A to E. At Stage 2 the subject grades are reported as A+ to E-.

Subject outline

A document that describes the capabilities and learning and assessment scope and requirements of a Board-accredited subject.

Tertiary admission subject

A subject approved by the higher and further education authorities for contributing to the calculation of the Australian Tertiary Admission Rank (ATAR).

Training package

An integrated set of nationally endorsed competency standards, assessment guidelines, and qualifications for a specific industry, industry sector, or enterprise.

Unit of competency

A component of a competency standard and a statement of a key function or role in a particular job or occupation.

VET recognition register

A list posted on the SACE website. Schools, and the general public, refer to the list to find out how many SACE credits will be awarded for the successful completion of a particular qualification or unit of competency from the VET sector, and whether the credits will be awarded at Stage 1 or Stage 2 of the SACE.

Vocational education and training (VET)

Any training and assessment delivered by a registered training organisation that meets the requirements specified in national industry/enterprise training packages or in accredited courses. VET operates through training packages and state-accredited courses that are