# Pre-approved Learning and Assessment Plan

Stage 2 Cross-disciplinary Studies

Pre-approved learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **2** | **C** | **X** | **D** | **20** |  |

Addendum – changes made to the pre-approved learning and assessment plan

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| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:  what changes have been made to the plan   * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Cross-disciplinary Studies – 20 credits

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type 1: Commentary – weighting 30%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| KU | A | AE | IC |
| Food production and consumer issue Students choose a personally relevant and/or local social or environmental issue related to food production and consumers. They:   * identify discipline knowledge and skills that may contribute to understanding of the issue * prepare questions to guide their study * select, analyse and evaluate different sources and perspectives.   Part A: Students communicate their understanding, ideas, insights, reasoned conclusions, and further questions on the issue in general.  Part B: Students prepare cue cards and/or a PowerPoint presentation to support their oral response on how the issue relates to or impacts the local community.  Both parts provide opportunities for students to show well-informed and effective understanding of discipline knowledge and skills, and comprehensive analysis and evaluation to deepen their knowledge of societies and cultures. | 1,2 |  | 1 |  | Part A: Written response up to a maximum of 500 words, on the issue generally.  Part B: Oral response up to a maximum of 3 minutes, on local relevance of the issue. |
| Exploring social, cultural or geographic change  Students explore how and why they or their family or ancestors (or someone who provides a role-model to them):   * changed social and/or cultural traditions over time * moved from living in the countryside to a city (or vice versa) * moved from one country to another.   They also explore one or more challenges involved in the change or move and how the challenge was addressed.  They discuss findings as a group, then explain individually, how knowledge and skills of disciplines such as Society and Culture, History, Geography and English help deepen their learning, including ways they demonstrate their learning.  Students show insightful exploration of discipline knowledge and skills, sustained and insightful analysis and evaluation of ideas and information from a variety of sources and perspectives to deepen their understanding of societies and cultures. | 1 |  | 2 |  | Part A: Written response up to a maximum of 500 words on the discipline links to reasons for social, cultural or geographic change.  Part B: Oral response up to a maximum of 3 minutes on the challenges and how these can be addressed using discipline knowledge and skills. |

Assessment Type 2: Group Project – weighting 20%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| KU | A | AE | IC |
| Discussion based on interviewing people about reasons for moving country or region  Students work in pairs to interview then share information with others about the reasons why people from diverse social or cultural groups have moved from another country or region to where they are now, a challenge they have solved, and something they would like others to know. They plan to ensure that as a class they learn about and share diverse experiences.  Each pair of students comprehensively integrates discipline knowledge and skills to:   * draft a set of interview questions (including both open and closed questions) for their targeted interviewees * develop ideas, insights and further questions to provide feedback to each other and another pair of students on how to better prepare for interviews * weigh up the feedback provided and make useful changes * decide when and where the interview will occur, how answers will be recorded, e.g. written note-taking, video, audio * decide who will interview and who will record out the interview * evaluate how the interview went and how it could be improved another time * share learning with the class including showing on a map where people have moved.   Each student analyses and reflects on their own learning when convincingly and clearly communicating findings, reasoned conclusions and new ideas and insights at a round table forum. Students may ask further questions of others at the forum. A template is provided to support students’ presentations. |  | 1,3 | 3,4 | 1,2 | Set of draft and refined interview questions (maximum 200 words).  Contribution to a round table forum of up to a maximum 5 minutes per student plus time for asking further questions of others.  Individual reflection of up to a maximum of 500 words if written or 3 minutes if oral or multimodal, on their individual contribution and on the collaborative outcome. |
| Sharing food and culture  In pairs, students use at least one primary and one secondary source to investigate a particular cultural/social group to identify the social context of food practices of the group today and how this has changed over time and/or place. They ensure that as a class they explore a range of different cultural or social groups. The primary (i.e. first-hand) source should be an interview with a relevant person which may be face-to-face (ideally) or using technology (e.g. email). Secondary sources could involve books, videos, internet, other people’s observations. Sources should be acknowledged.  Each student contributes to class discussion and mapping (such as in a grid) of similarities between different cultural groups in types of food preparation and social use of food over time amongst families and communities.  Based on their knowledge and understandings, students use creativity and initiative to collaboratively plan, organise and implement a food event (Food and Hospitality discipline) that reflects and celebrates their learning, ensuring that each student has a role. Students provide feedback to others and evaluate feedback from others.  Students keep a folio record of their learning, thinking, ideas, insights, further questions, evaluation of feedback from others as well as their contribution to planning, organising and implementing the research and the event. The folio includes evidence of the interview and findings and secondary source information, appropriately acknowledged, and may include interview questions, planning notes, photographs, video, copies of messages, diary record. |  | 1,2,3 | 1,3,4 | 1,2 | Individual contribution to class discussion of up to a maximum of 2 minutes.  Folio of evidence of learning up to 600 words if written or up to 4 minutes if audio or multimodal.  Teacher observation and checklist. |

Assessment Type 3: Presentation and Discussion – weighting 20%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| KU | A | AE | IC |
| Sharing social and/or cultural knowledge 1  Students present a synopsis (short summary) of their learning and personal conclusions that connect discipline (e.g. Geography, History, Society and Culture, English) knowledge and skills with capabilities of communication and personal development. Students may draw on particular moments, highlights, or insights of particular significance to them. It may be in the form of an oral introduction together with:   * a product (e.g. a cultural artefact they have made or borrowed and learnt about or data that explains something important they have learnt) * a creative outcome, activity or performance (e.g. a dance, visual art, play or re-enactment of a cultural story or social event such as migration) * a solution to a problem (e.g. an oral, written, visual or multimodal explanation of ways to counter racism and value diverse cultures and experiences) * a possible future scenario (e.g. role-playing a way to deal with a challenge relating to society and culture).   Following the presentation the teacher asks questions to allow the student to demonstrate:   * in-depth knowledge and understanding of the capabilities of communication and personal development * highly focused application of knowledge and understanding to solve problems with insightful creativity and initiative * sustained and insightful evaluation of the contributions of relevant disciplines * clear, coherent, and highly focused communication of understanding, reasoned conclusions, and new ideas and insights about sharing knowledge of societies and cultures. | 3 | 2 | 2 | 2 | The presentation of up to a maximum of 7 minutes.  The presentation must be recorded for quality assurance purposes, by video, audio or multimodal form.  The presentation and discussion combined should be up to a maximum of 15 minutes. |
| Sharing social and/or cultural knowledge 2  Students present a synopsis (short summary) of their learning and personal conclusions that connect discipline (e.g. Geography, History, Society and Culture, English) knowledge and skills with capabilities of communication and personal development. Students may draw on particular moments, highlights, or insights of particular significance to them. It may be in the form of an oral introduction together with:   * a product (e.g. a cultural artefact they have made or borrowed and learnt about or data that explains something important they have learnt) * a creative outcome, activity or performance (e.g. a dance, visual art, play or re-enactment of a cultural story or social event such as migration) * a solution to a problem (e.g. an oral, written, visual or multimodal explanation of ways to counter racism and value diverse cultures and experiences) * a possible future scenario (e.g. role-playing a way to deal with a challenge relating to society and culture).   Following the presentation the teacher asks questions to allow the student to demonstrate:   * in-depth knowledge and understanding of the capabilities of communication and personal development * highly focused application of knowledge and understanding to solve problems with insightful creativity and initiative * sustained and insightful evaluation of the contributions of relevant disciplines * clear, coherent, and highly focused communication of understanding, reasoned conclusions, and new ideas and insights about sharing knowledge of societies and cultures. | 3 | 2 | 2 | 2 | The presentation of up to a maximum of 7 minutes.  The presentation must be recorded for quality assurance purposes, by video, audio or multimodal form.  The presentation and discussion combined should be up to a maximum of 15 minutes. |

Assessment Type 4: Analysis – weighting 30%

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| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| External assessment | *An analysis assessment should take 60 minutes and may be, for example:*   * *a response to materials provided by the teacher (e.g. news or media items, multimedia items, data, photographs, and/or a guest speaker’s presentation), with questions* * *interpretation, manipulation, and analysis of data* * *a creative response to a problem* * *an extended written response to an issue related to the learning interest.*   *The stimulus for an analysis assessment must be related to one or more aspects of the learning interest*  *Students undertake two analysis assessments under the supervision of the teacher.* |

*Six to eight assessments.**Please refer to the Stage 2 Cross-disciplinary subject outline.*