# 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 |
| Biodiversity in the local area  Students investigate the contributions that a local park or garden makes toward the conservation of biodiversity within their local area. Students develop and apply skills and knowledge from the disciplines of biology and geography, and build their knowledge and understanding of the capabilities of citizenship and work.  In this task the students:   * conduct internet and media research into the purpose and functioning of the park or garden and its connections to preservation of biodiversity * visit the park or gardens, recording observations and collecting data * attend visit from guest speaker from the park or garden * present a final synthesised commentary of the information gathered. | 1,3 |  | 1,2,3 |  | Up to a maximum of 1000 words in written form, or a maximum of 6 minutes for an oral presentation, or the equivalent in multimodal form. |
| Water quality and the environment  Students investigate a section of a local catchment and carry out observations and conduct research to gauge the health of a watercourse and the human interaction with the watercourse. The disciplines of biology and geography contribute both skills and knowledge to this task.  Students carry out the following:   * collect water quality data over the course of the year * make observations on the social and environmental conditions of the day each data sample is collected * compile a synthesis of the data collected * analyse and comment on the data. | 1,2 |  | 1 |  | Up to a maximum of 1000 words in written form, or a maximum of 6 minutes for an oral presentation, or the equivalent in multimodal form. |
| Permaculture and sustainability  Students visit a local permaculture property and select a specific topic of interest to investigate. These could include water use/conservation, energy efficient housing, sustainable food production, waste disposal, back yard permaculture. The disciplines of biology and agriculture contribute both skills and knowledge to this task depending on student’s topic choice.  Students make personal comments on the permaculture property and its functioning in relation to sustainability, and evaluate the contribution s of the disciplines to their investigation. | 1,2 |  | 2 |  | Up to a maximum of 1000 words in written form, or a maximum of 6 minutes for an oral presentation, or the equivalent in multimodal form. |

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 |
| Sustainable food production and consumption  Students work in a group to investigate local food production/consumption systems by collecting data and seeking viewpoints from a variety of individuals and community organisations. The disciplines of agriculture and geography contribute both skills and knowledge to this task. Students have opportunity to analyse and reflect on their contributions to the task and receive and respond to feedback from other group members.  The findings of the Group Project may be presented in a variety of ways and may be a collective outcome, an individual student’s outcome, or a combination of individual and collective evidence of learning.  Each student presents a reflection on their own contributions to the project and the final presentation of findings, and provides feedback to other members of the group using a checklist provided by the teacher. Students evaluate the feedback from others and incorporate this into their reflection. |  | 1,2,3 | 1,3,4 | 1,2 | In negotiation with other group members and the teacher, agreement is reached on how individual members of the group are to be assessed. This is determined in the early stages of the assessment activity.  The reflection may be in written form up to a maximum of 500 words, or a brief oral presentation up to a maximum of 3 minutes. |

Assessment Type 3: Presentation and Discussion – weighting 20%

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| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| KU | A | AE | IC |
| Topic of student choice  Students investigate a sustainability issue that is of interest to them by integrating and applying cross-disciplinary knowledge and skills developed in the program. The disciplines that inform the research depend on the issue, but should include at least two of biology, geography, and agriculture.  *Presentation*  Students present a synopsis of their learning about the issue.  *Discussion*  The discussion between the student and the teacher is an opportunity for the student to show their understanding of the learning interest and the related disciplines, analyse and reflect on their own learning, and show an understanding of the relevant capabilities. | 2,3 | 1,2,3 | 1,3 | 2 | The presentation and discussion combined should be a maximum of 15 minutes; of this, the presentation should comprise a maximum of 7 minutes.  Presentation and discussion must be recorded for quality assurance.  The presentation may include photographs, artefacts, a short written statement, a performance, an exhibition, a data display, a short multimedia presentation, a graphic display, or a combination of these. |

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.*