PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Personal Learning Plan**

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) |
|  |  |  |  | **1** | **P** | **L** | **P** | **10** |  |

**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 |  |

Stage 1 Personal Learning Plan

Assessment Overview

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 and Weighting** | **Details of assessment** | **Assessment Design Criteria** | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| **UC** | **DP** | **RL** |
| **Assessment Type 1: Folio**  **Weighting 80%** | **Journal**  Students reflect on the ethical understanding, intercultural understanding and personal and social capabilities in a journal. They demonstrate their knowledge and understanding and provide examples. Students reflect on contemporary Australian issues covered in lessons and how the capabilities are essential when students deal with these issues. The format of the journal can be negotiated to take a written, oral or multimodal format. | 1 |  |  | Complete 2-5 journal entries with a focus on at least two capabilities.  Negotiated format (written/oral/multimodal)  Maximum 800 words or a maximum of 4 minutes for an oral or multimodal presentation. |
| **Social Action Group**  Students research an organisation and, in consultation with others, set a goal to assist in meeting one need (e.g. fundraising for a specific need, advertising for volunteers, creating a basic website, writing a letter to an MP). Students should ensure the goal is achievable and create a flow chart of strategies needed to achieve that goal. They should follow the chart and complete their goal. The group then present their work (both process and outcome) to the rest of the class in a negotiated format. | 1 | 1,2 |  | Group task: presentation of how the group has assisted the organisation, as well as discussion of their group’s strategies to achieve it.  Maximum of 400 words or a maximum of 2 minutes for an oral or multimodal presentation. |
| **SMART Goal Setting Contract**  Students select one or more of the capabilities (preferably – literacy, numeracy, ICT and critical and creative thinking) and create SMART goals that will develop their abilities with the chosen capability. The process will be charted through a capability development contract outlining their plans to achieve their goals, as well as evidence collection to show their engagement with the process. |  | 1,2,3 |  | Completed contract and presentation of evidence (negotiated according to the content of the contract).  Maximum of 800 words or a maximum 4 minutes for an oral or multimodal presentation. |
| **Assessment Type 2: Review**  **Weighting 20%** | **Work Experience Reflection**  Students evaluate their development of one or more capabilities (probably personal and social capability) through work experience. They reflect on their strengths and weaknesses in the capability. They also reflect on what they have learnt and its possible impact on their thinking and future actions. |  | 3 | 1 | Negotiated format according to student strengths.  Maximum of 400 words or a maximum 2 minutes for an oral or multimodal presentation. |
| **Reviewing Goals**  Students evaluate their goal setting in the Folio: SMART Goal Setting contract task and their development and use of strategies to achieve them. |  |  | 1,2 | Negotiated format according to student strengths.  Maximum of 500 words or a maximum 3 minutes for an oral or multimodal presentation. |

***Four or five assessments.*** *Please refer to the Stage 1 Personal Learning Plan subject outline.*

*This Learning and Assessment Plan is used with kind permission of Emmaus Christian College.*