

Learning and Assessment Plan – school-developed form

Stage 1 Exploring Identities and Futures: Modified

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.

School [REDACTED] Teacher(s) [REDACTED]

SACE school code			Year	Enrolment code					Program variant code (A–W)
				Stage	Subject code			No. of credits (10 or 20)	
			2026	1	E	F	M	10	

Key areas (10-credit – at least one key area. 20-credit – at least two key areas.)

Key areas: Focus on Career development

Addendum – changes made to the learning and assessment plan

Use this section to describe any changes made to support students to be successful in meeting the requirements of the subject. For example, adjustments to the personal learning goals, or adjustments to personal learning goals for specific students within a like cohort.

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 assessment criteria specific features and retain alignment with the subject outline.



26/02/26

Assessment overview

Stage 1 Exploring Identities and Futures: Modified

For assessment, students present 3 - 5 samples of natural evidence of learning, collectively demonstrating achievement of the three assessment design criteria.

These samples of natural evidence of learning should be accompanied by brief annotations explaining how each piece of evidence represents the achievement of learning for a purpose.

For Exploring Identities and Futures: Modified, the assessment design criteria and their specific features are described below.

Exploring Identity and/or Futures and/or Connections

EIF1 Student explores identity and/or futures and/or connections with others

Planning and Implementing Action

EIF2 Student engages with learning activities for a purpose

Communicating evidence of learning

EIF3 Student communicates evidence of learning in an authentic and personally relevant manner.

The table below shows details of the planned tasks to support student(s) to engage in purposeful learning.

Part A: Exploring me and who I want to be

Assessment details	Assessment design criteria			Evidence of learning (e.g. evidence the student uses to demonstrate their personal learning progress for a purpose)
	EIC (EIF1)	PIA (EIF2)	CEL (EIF3)	
Assignment 1: Folio Assessment Task: In this assessment, students consider the concept of values and they explore their own personal values. They then reflect how these values relate to their own sense of individual identity and how this shapes the way they connect with others and the world around them				Values Tasks Timeline Task 'My Life' Personal Reflections
Assignment 2: Morrisby Profile: Psychometric testing to identify strengths, aptitudes and interests. Will utilise this to complete Assignment 1 and Assignment 3.	✓	✓	✓	Morrisby Activity

Part B: Taking action and showcasing my capabilities

Assessment details	Assessment design criteria			Evidence of learning (e.g. evidence the student uses to demonstrate their personal learning progress for a purpose)
	EIC (EIF1)	PIA (EIF2)	CEL (EIF3)	
Key area focus: Learning Activities: Assignment 3: Completion of a Slide presentation showing desirability of application for Electrotechnology. Will showcase skills and experienced developed so far and discuss skills and attributes required for the future workforce.	✓	✓	✓	PowerPoint Presentation