

































































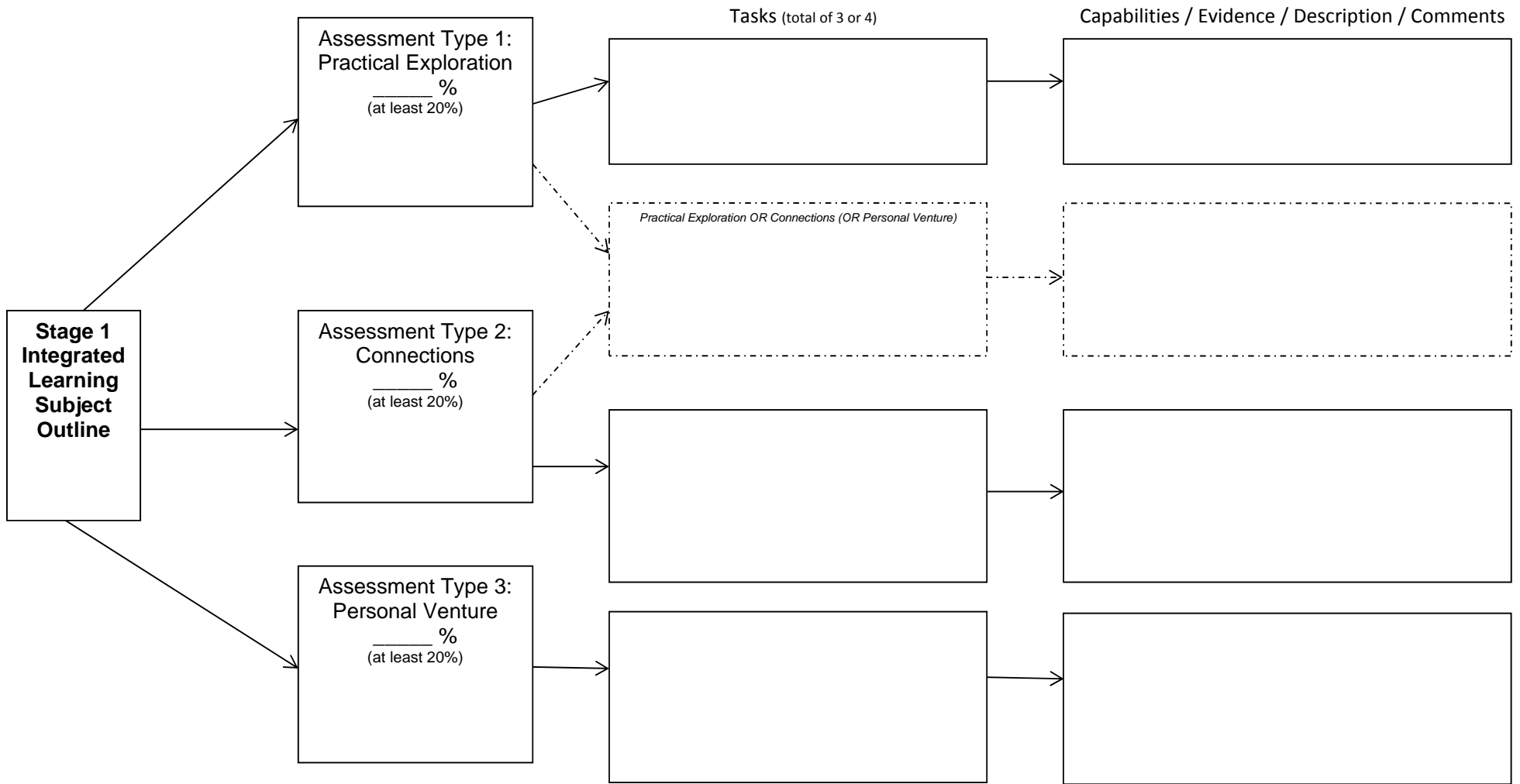




# STAGE 1 INTEGRATED LEARNING – 10 CREDITS

Program Focus: \_\_\_\_\_

Capabilities Statement: \_\_\_\_\_  
*(which ones, and how they will be incorporated)*





## Stage 1 Integrated Learning Assessment Overview

Program Focus (e.g. outdoor activities, cultural program) **Media Studies**

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<br>(e.g. task type, word length, time allocated, supervision)  |
|---|--|----------------------------|------|----|--|
|   |  | AD                         | IR   | CC |  |
| <b>Assessment Type 1: Practical Exploration</b><br><br><b>Weighting 30%</b> | <p><b>Power of advertising</b></p> <p>After viewing documentaries including <b>'Merchants of cool'</b> and <b>'Commercialisation of kids'</b> and taking notes regarding how advertising targets teens and children, students are required to choose two Advertising Techniques to focus their inquiry. Areas of interest might include: Cross promotions, Product placement, Creating lifelong consumers, Market research/consumer science, Gender specific products, Celebrity endorsements etc.</p> <p>Students will explore their chosen Advertising technique and use their new knowledge to present information to class. Students will then create an advertising campaign highlighting one of their techniques. All ads should include a clear concept, logo, persuasive language, and convince the audience to buy the product.</p>   | 1,2                        | 1    | 2  | <p>Students submit:</p> <ul style="list-style-type: none"> <li>- <b>600 word/4 min oral report</b> with references to documentary and other sources with definition of advertising techniques, how it works with examples.</li> <li>- <b>Advertising campaign</b> may be presented multimodal form –7eg. Print media, film, radio.</li> </ul>  |
|   | <p><b>Vlogs Capability – ICT, Literacy</b></p> <p>Students learn what it means to be a Vlogger and the potential influence they have on their viewers. Students will view documentaries – <b>'Youtube revolution'</b> and <b>'Rise of the superstar vlogger'</b> They learn about the history of youtube and how much power it now has in our society. Students learn the digital media and editing techniques used by vloggers in order to create their own. Students must show that they have watched and understood the style, purpose and structure of well-known Vlogs.</p> <p><b>Discussion: Students work to keep a weekly vlog</b> – with at least 5 submissions over the semester. These vlogs will be used as a means to answer teacher posed questions relating to the program focus, the concept of Vlogging and chosen capabilities of ICT and literacy.</p> <p>Students will have an opportunity to view each other's vlogs and to give supportive peer assessment on ways to improve. Students will include in their reflection, discussion about how they have developed and applied their ICT and/or Literacy capability.</p> | 2,3                        | 1, 2 | 2  | <p>Students submit:</p> <ul style="list-style-type: none"> <li>- <b>Analysis</b> of 4 different vloggers looking at: opening sequence, Content, Language Editing techniques, purpose, structure, audience.</li> <li>- <b>Notes from research</b> including reference to documentaries</li> <li>- <b>Discussion: 5 x3 min vlogs</b></li> </ul> <p><b>These vlogs will include:</b><br/>Evidence of self and peer assessment and improvement of media techniques.<br/>Reference to and reflection of how the Literacy and ICT capability has been used throughout.</p> |

|  |   |     |   |     |  |
|--|---|-----|---|-----|--|
| <b>Assessment Type 2: Connections</b><br><br><b>Weighting 40 %</b>     | <b>Gender stereotypes – Family Sitcom</b><br><b>Capability – Intercultural understanding</b><br>Students analyse how the ‘Family’ has been portrayed through television sitcoms over time. They will take note of how the characters are represented, in particular the Gender stereotypes.<br>Students will choose an era to focus on (from the 1950s to present day). They will then conduct interviews/make connections with individuals that grew up in that particular era in order to develop an understanding of the society and significant events that impacted on how each gender operated at the time. They will then choose a ‘family sitcom’ from the same era and examine the way the men and women are represented and what that says about the era they are set. Students will consider the capability of ‘intercultural understanding’ with focus on the culture of chosen era.      | 1,3 | 1 | 1,2 | Students submit: <ul style="list-style-type: none"> <li>- <b>5–7 min presentation of findings</b>, including background information found from interviews, with clips from television shows to support your findings on how gender is represented in chosen era.</li> <li>- <b>Reflection 300–500 words</b> on new understanding of chosen era and development and connection to capability.</li> </ul>  |
|  | <b>Youth radio</b><br>Students will tour a local radio station and meet with host to learn the basics of radio broadcast. Students will then work in groups of 2-4 to develop their own ‘1 hour youth radio’ show. Students will consider theme, content, song choice and have a basic script prepared. Students will then host their radio show over the course of a school lunch time. Students will receive feedback from their co-hosts related to their ability to collaborate and communicate their ideas, and members of the school community on the success of their radio show.  | 2   | 2 | 1   | Students will submit: <ul style="list-style-type: none"> <li>- <b>Planning</b> of radio show and script</li> <li>- <b>Evidence of self and peer</b> assessment</li> <li>- <b>Reflection 300-500 words</b> explaining their development of new skills and discussion of their abilities to collaborate.</li> </ul>  |
| <b>Assessment Type 3: Personal Venture</b><br><br><b>Weighting 30%</b> | <b>Film making - Raising awareness</b><br><b>Capability – Ethical understanding</b><br>In groups or individually students will make a 3 minute video about an aspect of ‘Teen life’ that is a potential issue. Students will consider their capability and show an ethical understanding of how their peers are impacted by certain aspects of ‘teen life’. Students will research a chosen issue, find how it is impacting their peers and look for potential solutions, to be presented in their film.<br>Students should consider film techniques, such as lighting, camera angles, symbols and script in order to persuade their audiences and create awareness of the chosen issue. The video should make audiences ‘think’ and ‘feel.’<br>Possible topics to consider: Binge drinking, Cyberbullying, body image, Misuse of social media, Phone addiction, Gaming addiction, smoking, drug use. | 2,3 | 1 | 1,2 | Students will submit: <ul style="list-style-type: none"> <li>- <b>Evidence of research</b> – may include: interviews, surveys, online research</li> <li>- <b>Storyboard and planning</b> of film eg. Script, meeting notes etc.</li> <li>- 3 minute film</li> <li>- <b>500-700 Reflection</b> exploring the link between the capability of ‘ethical understanding’ and how they then worked to present this in the medium of film. The various techniques used to bring awareness and the importance of doing so.</li> </ul> |

**Three or four assessments for a 10-credit subject. Five or six assessments for a 20-credit subject.**  
 Please refer to the Draft Stage 1 Integrated Learning subject outline.

## Stage 1 Integrated Learning Assessment Overview

**Program Focus** (e.g. outdoor activities, cultural program) **Cultural Awareness**

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<br>(e.g. task type, word length, time allocated, supervision)   |
|---|---|----------------------------|-----|-----|---|
|   |   | AD                         | IR  | CC  |   |
| <b>Assessment Type 1: Practical Exploration</b><br><br><b>Weighting 40%</b> | <p>Harmony Day Organisation and Discussion</p> <p>Students work together to coordinate and run one or several lunchtime activities for Harmony Day. They are responsible for all promotion, preparation and running of the activities. Students prepare a summary of their involvement in the organisation to be handed to the teacher prior to their discussion.</p> <p>Students participate in a discussion about Harmony Day activities to demonstrate how they have developed their “Intercultural Understanding” capability. They consider self-assessment and feedback from others, citing what they learnt about themselves and working as part of a group, as well as identifying areas for improvement and possible future growth.</p> | 1,2,3                      | 1,2 | 1,2 | <p>Summary should be no more than 750 words in length and include the following:</p> <ul style="list-style-type: none"> <li>- Notes from planning meetings</li> <li>- Photos of the day</li> <li>- Self reflection sheet</li> <li>- Peer reflection sheet</li> <li>- 3 minute recorded discussion with the teacher</li> </ul> |
| <b>Assessment Type 2: Connections</b><br><br><b>Weighting 30%</b>           | <p>Cultural Awareness Video – Students design a 3-5 minute video that details cultural diversity within the school community. The purpose of the video is to help students understand different cultural identities and the challenges facing students new to Australia. Student make links with other students or organisations from different cultural backgrounds to inform the making of their video.</p>   | 2                          | 1   | 1,2 | <p>3-5 minute video, done during class time over a 5 week period. Relevant research and notes should accompany the video.</p>   |
| <b>Assessment Type 3: Personal Venture</b><br><br><b>Weighting 30%</b>      | <p>Personal Venture – Students chose a specific cultural area of interest that they wish to explore. They must select one capability to link to their chosen cultural interest project. Their cultural interest project should explain why their chosen cultural topic is of interest/relevance, and how the student has developed their chosen capability through the project.</p>   | 1,3                        | 1   | 2   | <p>Max of 750 words or 5 mins multimodal (not including bibliography), 5 weeks to complete.</p>   |

**Three or four assessments for a 10-credit subject. Five or six assessments for a 20-credit subject.**  
Please refer to the Draft Stage 1 Integrated Learning subject outline.

## Stage 2 Integrated Learning Assessment Overview

**Program Focus** (e.g. outdoor activities, cultural program) Sport, Health and Physical Activity.

Complete the table below to show details of the planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all assessment design criteria.

| Assessment Type and Weighting                     | Details of assessment  | Assessment Design Criteria |     |    | Assessment conditions<br>(e.g. task type, word length, time allocated, supervision)  |
|---|--|----------------------------|-----|----|--|
|   |  | AU                         | IAE | CC |  |
| <b>Assessment Type 1: Practical Inquiry (40%)</b> | <p><b>TOUCH FOOTBALL:</b><br/>Students demonstrate application and development of their knowledge, concepts and skills in touch football by undertaking a number of practical inquiry activities.<br/>Students will complete an evidence-based PowerPoint outlining key skills, rules and tactics of touch football. Students will include video footage, photos and feedback from peers to critique their performance. They will undertake a final reflection and address how they have developed one or more capabilities in relation to touch football.</p>   | 1,2,3                      | 3   | 1  | <p>Interactive PowerPoint presentation.<br/>Self-assessment informed by feedback from peers.<br/>Written Reflection<br/>Allocated Time: 6 Weeks</p>  |
|   | <p><b>SAILING:</b><br/>Students demonstrate application and development of their knowledge, concepts and skills in sailing by undertaking a number of practical inquiry activities. They attend a 3-day sailing camp where they have opportunities to demonstrate their initiative, leadership and collaboration, and develop their Critical and Creative Thinking capability.<br/>Students complete pre-camp research document outlining key terms, knowledge and language needed for sailing, as well as investigation into different types of sail-boats. On camp, individual video interviews/ discussions will be conducted providing evidence of learning, safety, and development of Critical and Creative Thinking. At conclusion of camp, students will evaluate the instructors feedback, and evaluate their own learning.</p> | 1,2,3                      | 3   | 1  | <p>Written 400 words pre-camp preparation and key terms.<br/>Video interviews and photos of learning, safety and observation self-assessment checklist and feedback from Aquatic Instructors at Murraylands Aquatics Centre.<br/>Allocated Time: 3 Weeks</p> |
|   | <p><b>BASKETBALL:</b><br/>Students demonstrate application and development of their knowledge, concepts and skills in basketball by designing, undertaking and evaluating a class Basketball Tournament.<br/>Students will work collaboratively in teams during the tournament and individually complete a Tournament Booklet. The booklet should outline their learning about basketball, the tournament and provide evidence of team evaluation.</p>   | 1,2,3                      | 3   | 1  | <p>Tournament Booklet including general organisation, results and team and self-Assessment.<br/>Allocated Time: 6 Weeks.</p>   |

| Assessment Type and Weighting                      | Details of assessment  | Assessment Design Criteria |       |     | Assessment conditions<br>(e.g. task type, word length, time allocated, supervision)  |
|--|--|----------------------------|-------|-----|--|
| <b>Assessment Type 2: Connections (30%)</b>        | <b>COACHING:</b><br>Students collaborate in small groups to plan and implement a coaching unit of a chosen sport/ activity to be undertaken with a Year 8 PE class. Students explore coaching techniques by participating in the AIS Community Coaching Online Course to assist in their coaching preparation. They plan, organise, implement and evaluate the entire unit. Each student is responsible for the delivery of one 45 minute lesson and provides feedback to another group member. Students individually complete a written reflection and discuss how they have developed their Personal and Social Capability through collaboration.  | 2,3                        | 1,2,3 | 1,2 | Coaching Booklet including planning, organisation, implementation and self/ peer/ teacher evaluation.<br>AIS Online Coaching Course Certificate of completion.<br>Allocated Time: 5 weeks                              |
|  | <b>PINK STUMPS DAY:</b><br>Students will nominate to be part of one of the following class committees to host a Pink Stumps Cricket Day for students within the school while supporting The McGrath Foundation Charity. 1. Promote, 2. Fundraise, 3. Organise. Each committee has specific responsibilities which include connection and collaboration with organizations, community and school. Committees meetings will take place one lesson a week for communication and organization. At the conclusion of the event students individually complete a self-assessment and evaluation including their development of a chosen capability through collaboration.                                  | 3                          | 1,2,3 | 1,2 | Folio of evidence of their contribution to the committee including meeting journals/ notes, photos, copies of emails and phone calls.<br>Written self-assessment and evaluation: 400 words.<br>Allocates Time: 5 weeks |
| <b>Assessment Type 3: Personal Endeavour (30%)</b> | <b>6 WEEK FITNESS AND NUTRITION PROGRAM:</b><br>Students investigate, design and implement an individual program based on smart goals with formal advice from a professional in the industry (personal trainer, coach, physiotherapist, nutritionist etc.). Students research and analyse the benefits and drawbacks of selected training/ weights programs, nutrition and how to identify success rates.<br>Students select either Critical and Creative Thinking or Personal and Social Capability and explore the link between their chosen capability and the program they have undertaken.<br>At conclusion of the program students identify results in graphs and conclude with an evaluation. | 1,3                        | 1,2   | 2   | 2000 word written report.<br>Allocated Time: 7 weeks   |

**Three or four assessments for a 10-credit subject. Five or six assessments for a 20-credit subject.**  
 Please refer to the Stage 2 Integrated Learning subject outline.

## Stage 2 Integrated Learning Assessment Overview

**Program Focus** (e.g. outdoor activities, cultural program) **Urban Art**

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<br>(e.g. task type, word length, time allocated, supervision)  |
|---|---|----------------------------|----------------------|------------|--|
|   |   | AU                         | IAE                  | CC         |  |
| <b>Assessment Type 1: Practical Inquiry (40%)</b> | <b>The implications of illegal urban art.</b> Students are to research the implications that graffiti has on the both the individual and the community. They will work with SAPOL, local government and community agencies. Students will be required to develop a teaching tool for adolescents who may or may not be involved in graffiti. Students are to consider their Ethical Understanding capability, feedback from others, and their own self-assessment to submit evidence in a format of their choosing that demonstrates evaluation of their learning.  | AU1<br>AU2                 | IAE1<br>IAE2<br>IAE3 | CC2        | <ul style="list-style-type: none"> <li>• Evidence of research</li> <li>• Development of teaching tool</li> <li>• Self-assessment and feedback from others</li> <li>• Evaluation of own learning – blog, journal , PowerPoint etc.</li> </ul> |
|   | <b>The use of urban art in merchandising.</b> Students will be working with the event ‘Groovin the Moo’ to develop ideas for merchandising for the music festival. This will involve developing a folio of designs, developing prototypes of merchandise, considering target audience and gaining feedback on designs. Students individually select a capability that is most relevant to their undertaking of this task, and consider how they have developed and applied this capability. They also consider feedback from others and their own self-assessment to submit evidence in a format of their choosing that demonstrates evaluation of their learning.  | AU1<br>AU2<br>AU3          | IAE1<br>IAE2<br>IAE3 | CC1        | <ul style="list-style-type: none"> <li>• Folio of designs</li> <li>• Self-assessment and feedback from others</li> <li>• Evaluation of own learning – blog, journal, PowerPoint etc.</li> </ul>  |
|   | <b>Community artwork:</b> Students will be working with a range of community organisations to develop community artworks. They investigate opportunities in the local community and develop an artwork after the initial brief from the client. Students individually select a capability that is most relevant to their undertaking of this task, and consider how they have developed and applied this capability. They also consider feedback from others, and their own self-assessment. They submit their evidence in a folio of design ideas and a multimodal presentation.<br><br><b><i>A discussion will be held at the culmination of the Practical Inquiry activities. Video evidence will be included.</i></b> | AU2<br>AU3                 | IAE1<br>IAE2<br>IAE3 | CC1<br>CC2 | <ul style="list-style-type: none"> <li>• Self-assessment and feedback from others</li> <li>• a multimodal presentation to show evidence of learning</li> <li>• a folio of design ideas</li> </ul>  |

| Assessment Type and Weighting                      | Details of assessment  | Assessment Design Criteria |                      |            | Assessment conditions<br>(e.g. task type, word length, time allocated, supervision)   |
|--|--|----------------------------|----------------------|------------|---|
| <b>Assessment Type 2: Connections (30%)</b>        | <b>Groovin The Moo Art Work</b> Students will be working with Cattleyard productions and a range of artists to design and gain approval for scrim art to be used at a national music festival. They will coordinate, plan and participate in spraying at the music festival. Tasks will include negotiating with community groups, pricing, budgeting establishing and planning the artwork and catering. Receiving feedback from others and undertaking self-assessment is integral to the process. Students consider their Personal and Social capability and consider how they have developed and applied this capability. They submit their evidence in an annotated photo journal.  | AU1<br>AU2<br>AU3          | IAE1<br>IAE2<br>IAE3 | CC1<br>CC2 | <ul style="list-style-type: none"> <li>Evidence of design process</li> <li>Evidence of individual contribution to task e.g. blog, journal, video etc.</li> <li>Self-assessment and feedback from others</li> <li>PowerPoint presentation</li> <li>Photo journal including personal analysis and connection with capabilities</li> </ul> |
| <b>Assessment Type 3: Personal Endeavour (30%)</b> | Students individually select an area of the Urban Art program that is of interest to them. They will explore and analyse relevant information, concepts, ideas and/or skills, and communicate their ideas and opinions about them.<br>Student select one capability and explore the link between the capability and the area of interest they have chosen.<br>They present their Personal Endeavour in two parts: <ul style="list-style-type: none"> <li>An inquiry, that is either research/practical based and has on outcome or conclusion (recommended <math>\frac{3}{4}</math> of total evidence)</li> <li>An explanation of the connections between the area of interest and the capability selected (recommended <math>\frac{1}{4}</math> of total evidence)</li> </ul> | AU1<br>AU3                 | IAE1<br>IAE2         | CC2        | <ul style="list-style-type: none"> <li>Assessed individually</li> <li>A maximum of 2000 words if written or a maximum of 12 minutes for an oral presentation, or the equivalent in multimodal form</li> </ul>   |

**Three or four assessments for a 10-credit subject. Five or six assessments for a 20-credit subject.**  
 Please refer to the Stage 2 Integrated Learning subject outline.

## Stage 2 Integrated Learning Assessment Overview

Program Focus (e.g. outdoor activities, cultural program) ***'Industry Enterprise'***

Complete the table below to show details of the planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all assessment design criteria.

| Assessment Type and Weighting                     | Details of assessment   | Assessment Design Criteria |                        |     | Assessment conditions<br>(e.g. task type, word length, time allocated, supervision)  |
|---|---|----------------------------|------------------------|-----|--|
|   |   | AU                         | IAE                    | CC  |  |
| <b>Assessment Type 1: Practical Inquiry (40%)</b> | <p><b>Task One: 'Managing a Small Business'</b><br/><i>Students Interview a small business owner about the knowledge, skills and characteristics required to run a small business.</i></p> <ol style="list-style-type: none"> <li>Students report their findings back to the class group in the form of an Oral Presentation. Students submit a transcript and slide show to support this process.</li> <li>Students consider feedback from others about their presentation.</li> <li>Students complete an evaluation in which they analyse their learning and progress in learning. They review feedback, analyse their preparation and performance, recommend possible improvements and make connections between the practical task, the program focus and their Personal and Social capability.</li> </ol> | AU1,<br>AU2,<br>AU3        | IAE1,<br>IAE2,<br>IAE3 | CC2 | <p>Students are allocated <b>4 weeks</b>.</p> <p>The Oral presentation can be a maximum of 6 minutes.</p> <p>Students are allocated <b>1 week</b> to complete the evaluation (500 words maximum or the equivalent in oral or multimodal form.)</p> |
|   | <p><b>Task Two: 'Workplace Documents'</b><br/><i>Students conduct research in order to develop their knowledge, concepts and skills of effective Workplace Documents. Students design a range of Workplace documents appropriate for the school's Hair &amp; Beauty Salon:</i></p> <ol style="list-style-type: none"> <li>Business Card</li> <li>Customer Feedback Form with Letterhead</li> <li>Products and Services Brochure</li> <li>Students will collect peer feedback on the documents they produce and include evidence of this.</li> </ol>   | AU1,<br>AU2,<br>AU3        | IAE1,<br>IAE2,<br>IAE3 | CC2 | <p>Students are allocated <b>3 weeks</b>.</p> <p>The task will be carried out over one double lesson.</p> <p>Students are allocated <b>1 week</b> to complete an evaluation (500 words maximum or the equivalent in oral or multimodal form.)</p>  |



| Assessment Type and Weighting | Details of assessment   | Assessment Design Criteria   |                                 |            | Assessment conditions<br>(e.g. task type, word length, time allocated, supervision)  |
|-------------------------------|---|------------------------------|---------------------------------|------------|--|
|                               |   | AU                           | IAE                             | CC         |  |
|                               | <p>5. Students individually select a capability that is most relevant to their own undertaking of this task. They complete an evaluation in which they analyse their learning and progress in learning. They need to review feedback, analyse their preparation and performance, recommend possible improvements and make connections with their chosen capability.</p>   |                              |                                 |            |  |
|                               | <p><b>Task Three: 'Workplace Health &amp; Safety'</b><br/> <i>Students complete the Hairdressing Passport to Safety and then complete the following tasks:</i></p> <ol style="list-style-type: none"> <li>1. Based on the knowledge students have developed through the Passport to Safety, and through consultation with industry professionals, students design a Workplace Health &amp; Safety Document for the school Salon (brochure, poster etc.) outlining the key points of consideration for students using that workspace.</li> <li>2. Students collect feedback from others about their Workplace Health and Safety document.</li> <li>3. Students individually select a capability that is most relevant to their own undertaking of this task. They complete an evaluation in which they analyse their learning and progress in learning. They need to review feedback, analyse their preparation and performance, recommend possible improvements and make connections with their chosen capability.</li> </ol> <p><b><i>A discussion will be held at the culmination of the Practical Inquiry activities. Video evidence will be included.</i></b></p> | <p>AU1,<br/>AU2,<br/>AU3</p> | <p>IAE1,<br/>IAE2,<br/>IAE3</p> | <p>CC2</p> | <p>Students are allocated <b>3 weeks</b> to complete the Passport to Safety and parts 1 and 2 of the assessment.</p> <p>Students complete an Evaluation (500 word maximum or the equivalent in oral or multimodal form.)</p> <p>Students are allocated <b>1 week</b> to complete the Evaluation.</p> |

| Assessment Type and Weighting               | Details of assessment  | Assessment Design Criteria |      |             | Assessment conditions<br>(e.g. task type, word length, time allocated, supervision)  |
|---|--|----------------------------|------|-------------|--|
| <b>Assessment Type 2: Connections (30%)</b> | <p><b>Task One: ‘Senior Citizens Village Visits’</b><br/>As a class group and in collaboration with local Aged Care Workers, students will make regular visits to the local Senior Citizens Village to work with the elderly citizens.</p> <ol style="list-style-type: none"> <li>Students will provide services to the elderly citizens including, but not limited to the following: <i>hair washing &amp; massage, hand massage and nail care, foot massage &amp; foot care, skin care.</i></li> <li>Students will provide evidence of the skills, knowledge and concepts that have been developed and applied (e.g. notes, checklists, action plans etc.)</li> <li>Students will provide evidence of the visits in the form of photos with captions.</li> <li>Students will provide evidence of feedback from others, including from customer and peers..</li> <li>Students will individually complete an evaluation in which they evaluate their learning as a result of their collaboration, and consider self-assessment, feedback from others, and development of a relevant capability.</li> </ol> | AU1,<br>AU2,<br>AU3        | IAE3 | CC1,<br>CC2 | <p>Students will allocate one lesson a week for planning and preparation for the visits and will collate the evidence of this throughout the year.</p> <p>Visits will occur 2-3 times per Term in Terms One, Two &amp; Three.</p> <p>Students are allocated 1 week at the start of Term Four to complete the reflection (500 words maximum or the equivalent in oral or multimodal form.)</p>                            |
|   | <p><b>Task Two: ‘Make Me Over’</b><br/>As a collaborative class group, students will prepare for and carry out a ‘Make Over’ Day for a group of women from the local community.</p> <ol style="list-style-type: none"> <li>Students will provide evidence of skills, knowledge and concepts that have been developed and applied. (eg. Notes, Checklists, timelines, action plans, invitations etc.)</li> <li>Students will provide evidence of the task in the form of photos with captions.</li> <li>Students will provide evidence of peer feedback, customer feedback and assessment.</li> <li>Students will individually complete an evaluation in which they evaluate their learning as a result of their collaboration, and consider self-assessment, feedback from others, and development of a relevant capability.</li> </ol>  | AU1,<br>AU2,<br>AU3        | IAE3 | CC1,<br>CC2 | <p>Students are allocated <b>3 weeks</b> to develop the skills, knowledge and concepts needed to plan and prepare for the task.</p> <p>The task will be carried out during a session negotiated with the teacher. It may occur in a single session or a series of sessions.</p> <p>Students are allocated <b>1 week</b> to complete the reflection (500 words maximum or the equivalent in oral or multimodal form.)</p> |

| Assessment Type and Weighting                                    | Details of assessment   | Assessment Design Criteria |               |     | Assessment conditions<br>(e.g. task type, word length, time allocated, supervision)   |
|--|---|----------------------------|---------------|-----|---|
| <b>Assessment Type 3: Personal Endeavour</b><br><br><b>(30%)</b> | <p>Students select an area of interest related to the program focus as their Personal Endeavour and explore this through inquiry.<br/>It can be Research or Practical.</p> <p>Students select one capability to be developed within their Personal Endeavour, exploring the link between the capability and their area of interest.</p> <p>They present their Personal Endeavour in two parts:</p> <ul style="list-style-type: none"> <li>• an inquiry, that is either research/practical-based and has an outcome or conclusion (recommend ¾ of total evidence)</li> <li>• an explanation of the connections between their area of interest and the capability selected (recommend ¼ of the total evidence)</li> </ul> | AU1,<br>AU3                | IAE1,<br>IAE2 | CC2 | <p>The Personal Endeavour should be a maximum of 2000 words if written or a maximum of 12 minutes for an oral presentation, or the equivalent in multimodal form.</p> <p>Students will be allocated one double lesson over a 20 week period to complete the Personal Endeavour.</p> |

**Three or four assessments for a 10-credit subject. Five or six assessments for a 20-credit subject.**  
Please refer to the Stage 2 Integrated Learning subject outline.

## Stage 1 Integrated Learning Assessment Overview

**Program Focus** (e.g. outdoor activities, cultural program) \_\_\_\_\_

Complete the table below to show details of the planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all assessment design criteria.

| Assessment Type and Weighting               | Details of assessment | Assessment Design Criteria |    |    | Assessment conditions<br>(e.g. task type, word length, time allocated, supervision) |
|---|-----------------------|----------------------------|----|----|---|
|   |                       | AD                         | IR | CC |   |
| Assessment Type 1:<br>Practical Exploration |                       |                            |    |    |   |
| Weighting %                                 |                       |                            |    |    |   |
| Assessment Type 2:<br>Connections           |                       |                            |    |    |   |
| Weighting %                                 |                       |                            |    |    |   |
| Assessment Type 3:<br>Personal Venture      |                       |                            |    |    |   |
| Weighting %                                 |                       |                            |    |    |   |

**Three or four assessments for a 10-credit subject. Five or six assessments for a 20-credit subject.**  
Please refer to the Draft Stage 1 Integrated Learning subject outline.

## Stage 2 Integrated Learning Assessment Overview

**Program Focus** (e.g. outdoor activities, cultural program) \_\_\_\_\_

Complete the table below to show details of the planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all assessment design criteria.

| Assessment Type and Weighting                     | Details of assessment | Assessment Design Criteria |     |    | Assessment conditions<br>(e.g. task type, word length, time allocated, supervision) |
|---|-----------------------|----------------------------|-----|----|---|
|   |                       | AU                         | IAE | CC |   |
| <b>Assessment Type 1: Practical Inquiry (40%)</b> |                       |                            |     |    |   |
|   |                       |                            |     |    |   |
|   |                       |                            |     |    |   |

| Assessment Type and Weighting                         | Details of assessment | Assessment Design Criteria |  |  | Assessment conditions<br>(e.g. task type, word length, time allocated, supervision) |
|---|-----------------------|----------------------------|--|--|---|
| Assessment Type 2:<br>Connections<br>(30%)            |                       |                            |  |  |   |
|   |                       |                            |  |  |   |
| Assessment Type 3:<br>Personal Endeavour<br><br>(30%) |                       |                            |  |  |   |

**Three or four assessments for a 10-credit subject. Five or six assessments for a 20-credit subject.**  
Please refer to the Stage 2 Integrated Learning subject outline.