PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Scientific 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) |
|  |  |  | **2019** | **1** |  |  |  | **10** | **A** |

**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 Scientific Studies (10-credits)

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) |
| --- | --- | --- | --- | --- |
| **IAE** | **KA** |
| **Assessment Type 1:**  **Inquiry Folio**  **Weighting**  **70%** | **SIS Analysis and Interpretation Task:** Students are presented with data, diagrams and information about health and hygiene in the Middle Ages. They analyse and interpret the information and answer a series of questions to demonstrate knowledge and understanding of how improved medical technologies have contributed to extended life spans, and evaluate the health and hygiene practices in Europe during the Middle Ages. | 3 | 1, 2 | Individual, in class, 2 lessons.  Maximum 2 A4 pages. |
| **SIS Design Task:**  Students design and conduct a practical investigation to test the hypothesis that antibacterial products kill 99.9% of bacteria. | 1, 2, 4 | 1, 3 | Individual report in class.  Maximum 2 A4 pages – 1 page for design; 1 page for evaluation.  Investigation is conducted in groups. |
| **SHE inquiry:**  Students choose a landmark discovery in biology (e.g. cell theory, microbes and disease, etc., or a recently announced discovery) and investigate the role of new technologies, communication, the influence of other areas of science, and the beneficial or unexpected consequences. | 4 | 2, 3 | Individual. Maximum 2 A4 pages.  Students have 2 weeks to complete. |
| **Assessment Type 2:**  **Collaborative Inquiry**  **Weighting**  **30%** | **Collaborative Inquiry – group design:**  Students work in groups to choose an investigation of interest, within this framework, for which the outcome is uncertain. They record their individual contribution and progress in a journal to reflect their ideas, learning and development of the method. They also record the data collected and analyse it for meaning.  After conducting the investigation, students individually prepare a presentation in the form of a pitch, defence, or justification that evaluates the procedures used and the results/outcome, and the effectiveness of the collaboration. | 1, 2. 3, 4, 5 | 1 | Personal journal – maximum 8 A$ pages.  Pitch, defence, justification – maximum 3 minutes. |

***Four assessments.*** *Please refer to the Stage 1 Scientific Studies subject outline.*