# Pre-approved Learning and Assessment Plan

Stage 2 Child 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.

|  |  |  |  |
| --- | --- | --- | --- |
| School |  | Teacher(s) |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **2** | **C** | **S** | **D** | **20** |  |

Addendum – changes made to the pre-approved learning and assessment plan

|  |
| --- |
| 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.

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Child 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: Practical Activity – weighting 50%

| Assessment details | Assessment design criteria | | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- | --- |
| ICA | P | PA | C | E |
| Healthy food and kitchen safety   * + - 1. Action plan: Students individually complete an action plan identifying and discussing contemporary trends and issues relevant to Area of Study 2: Economic and Environmental Influences. They make and state a decision, justify what they intend to do, and identify the implementation requirements. Illustrations may be integrated.       2. Practical application: Students individually select and prepare a food recipe that allows them to interact with one junior primary student in the kitchen with a focus on safe working practices.       3. Evaluation report: Students individually complete an evaluation report in which they evaluate the decisions contained in the action plan, their performance in the practical application, the processes involved in the practical application, and the outcome. They formulate conclusions and recommend possible improvements, using appropriate terminology.   *Note: Consideration of Work Health and Safety issues is important for this task. There will be at least one familiarisation visit to the kitchen where the students participate in a teacher directed practical and teacher directed explanation of safe working practices in the kitchen.* |  | 1,2,3 | 1,2 |  | 1,3,4 | The practical activity task occurs over four weeks.  Action plan: 1 week.  A single lesson for preparation prior to the practical application.  Practical application: a double lesson.  Evaluation report: 1 week.  The action plan and evaluation report may be presented in written, oral, or multimodal form and should each be a maximum of 500 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form. |
| Stories matter There are three parts to this assessment:   1. Research task: Students individually investigate and critically analyse the importance of literature and stories in the emotional and social development of young children which relates to Area of Study 4: Sociocultural Influences. The focus question is: ‘Are literature and stories important in the emotional and social development of young children?’ 2. Practical application: Students research, design, and produce a story book that focuses on the trends and issues relating to the health and wellbeing of young children. Initiative and creativity are encouraged. 3. Evaluation report: Students individually complete an evaluation report in which they evaluate their opinions developed in the research task, their performance in the practical application, the processes involved in the practical application, and the outcome. They formulate conclusions and recommend possible improvements, using appropriate terminology. | 1,2,3 |  | 1,2 |  | 1,3,4 | The practical activity task occurs over five weeks.  Research task: 2 weeks.  Practical application: 2 weeks. The story book may be produced in written, electronic, or audio format.  Evaluation report: 1 week  The research task and evaluation report may be presented in written, oral, or multimodal form and should each be a maximum of 500 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form. |
| Learning activity There are three parts to this assessment:   1. Action plan: Students individually complete an action plan in which they identify and discuss contemporary trends and issues relevant to Area of Study 2: Economic and Environmental Influences. They make and state their decision, with justification, about what they intend to do for the practical and identify the implementation requirements. Illustrations may be integrated. 2. Practical application: Students individually identify a target age group within the 4 to 8 year old range and develop a learning activity and/or toy for a child of the target age. 3. Evaluation report: Students individually complete an evaluation report in which they evaluate the decisions contained in the action plan, their performance in the practical application, the processes involved in the practical application, and the outcome. They formulate conclusions and recommend possible improvements, using appropriate terminology. |  | 1,3 | 1,3 |  | 1,3,4 | The practical activity task occurs over four weeks.  Action plan: 1 week  A single lesson for preparation prior to the practical application.  Practical application: a double lesson  Evaluation report: 1 week  The action plan and evaluation report may be presented in written, oral, or multimodal form and should each be a maximum of 500 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form. |
| Healthy eating  There are three parts to this assessment:   1. Research task: Students individually investigate and critically analyse the effectiveness of current government and community initiatives related to healthy eating for a young child (Area of Study 1: Contemporary and Future Issues) 2. Practical application: Students individually prepare two dishes from a proposed child‘s menu, which allow them to demonstrate a range of food and nutritional knowledge and skills through the dishes selected. 3. Evaluation report: Students individually complete an evaluation report in which they evaluate the opinions developed in the research task, their performance in the practical application, the processes involved in the practical application, and the outcome. They formulate conclusions and recommend possible improvements, using appropriate terminology. | 1,2,3 |  | 1,2,3 |  | 1,3,4 | The practical activity task occurs over four weeks.  Research task: 2 weeks.  Practical application: a double lesson. A single lesson will be available for preparation prior to the practical application.  Evaluation report: 1 week.  The research task and evaluation report may be presented in written, oral, or multimodal form and should each be a maximum of 500 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form. |

Assessment Type 2: Group Activity – weighting 20%

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| ICA | P | PA | C | E |
| Cultural Diversity  Students work in groups to plan, organise and implement the following action. For this activity a group has been defined as a pair. There are three parts to this assessment:   1. Group decision making: The group identifies and discusses issues relating to Area of Study 3: Political and Legal Influences, states the decision about the learning activity to be planned and run, and allocates tasks to group members. 2. Group practical application: Students imagine that as part of a government initiative they have been requested to develop a family style meal for a family with young children that would reflect our culturally diverse society. They develop a family style meal, consisting of a main course and dessert or snack food, which would be suitable to be served to recently arrived refugee communities at a local school festival. 3. Evaluation report: Students individually complete an evaluation report in which they formulate conclusions about the effectiveness of the group members’ work, evaluate the outcome and their own performance, and recommend possible improvements. |  | 1,2 | 1,2 | 1,2 | 1,2,3 | The group activity occurs over 4 weeks.  The group decision-making task is competed under supervision in a double lesson.  The group practical application occurs over a double lesson in the school’s kitchen  Evaluation report: 1 week  The record of group decision making and the individual evaluation report may be presented in written, oral, or multimodal form and should be a maximum of 500 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form. |
| Play with technology  Students work in groups to plan, organise and implement the following action in three parts:   1. Group decision-making: The group identifies and discusses issues relating to Area of Study 5: Technological Influences, states the decision about the learning activity to be planned and run, and allocates tasks to group members. 2. Group practical application: In groups students plan and run a learning activity that is based around the theme ‘Play with technology’, which is suitable for a group of students from a junior primary class. The learning activity should produce a tangible product which the junior primary students can take home. 3. Evaluation report: Students individually complete an evaluation report in which they formulate conclusions about the effectiveness of the group members’ work, evaluate the outcome and their own performance, and recommend possible improvements. |  | 1,2 | 1,2,3 | 1,2 | 1,2,3 | The group activity occurs over 5 weeks.  The group decision-making task will be competed under supervision in a double lesson.  The record should be a maximum of 500 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.  The group practical application occurs over a double lesson in the reception class of the local school.  Evaluation report: 1 week  The group decision-making record and the evaluation report may be presented in written, oral, or multimodal form and should each be a maximum of 500 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form. |

Assessment Type 3: External assessment – weighting 30%

|  |  |
| --- | --- |
| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| Investigation | *In undertaking the investigation, students:*   * *identify a relevant contemporary issue related to a selected area of study and state this issue as a research question or hypothesis* * *relate their study to the learning requirements and define the scope of the study* * *analyse information for relevance and appropriateness, and acknowledge sources appropriately* * *evaluate the evidence* * *analyse findings and draw relevant conclusions.*   *The investigation is presented as a written report with a maximum of 2000 words.*  *Teachers verify the processes and progress of each student’s investigation.* |

*Seven or eight assessments.**Please refer to the Stage 2 Child Studies subject outline.*