# Pre-approved Learning and Assessment Plan

Stage 2 Integrated Learning

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) |
|  |  |  |  | **2** | **I** | **L** | **B** | **20** |  |

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 |  |

# Assessment overview

Stage 2 Integrated Learning – 20 credits

**Program Focus** (e.g. outdoor activities, cultural program): Hospitality

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 Inquiry – weighting 40%

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| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| AU | IAE | CC |
| **Practical Inquiry Task 1 – Developing Knife Skills for a Commercial Kitchen**  **Key Capability:** Critical and Creative Thinking.  This assessment task provides the opportunity for students to develop skills in Knife Handling and Precision Cutting in a practical commercial kitchen environment.  **Discussion:** What evidence do you have that you developed new skills and techniques or increased the accuracy of your knife skills during this unit? (AU2, IAE2) What can you learn from analysing your classmates’ knife skills and giving them feedback on their performance? How might this help you develop your own strategies for improvement? (AU3, IAE3) | 2,3 | 2,3 | 2 | Skill development: Practical demonstration of key knife skills.  Application: Prepare a precision cutting dish for assessment.  Respond to feedback through self-assessment and written reflection (700 words) |
| **Practical Inquiry Task 2 – Cultural and Historical Origins of Yeast in the Australian Diet.**  **Key Capability:** Critical and Creative Thinking.  This Practical Activity will develop student’s skills, knowledge and understanding by exploring the cultural and historical origins of the use of yeast in the contemporary Australian diet and discovering where and how it is used today.  **Discussion:** How has our multicultural heritage influenced the contemporary Australian diet and the way yeast is used in a commercial kitchen today? (AU1, IAE1) | 1,3 | 1,3 | 1 | Students collect and present evidence of their learning through class activities, research, industry experience and collaborative application of skills.  Students produce a folio of evidence and a written reflection on their learning (600 words) |

Assessment Type 2: Connections – weighting 30%

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| AU | IAE | CC |
| **Connections Task 1 – Catering for a Lunch Event**  **Key Capability:** Critical and Creative Thinking.  This assessment task provides the opportunity for students to apply their learning in the kitchen to creating and serving at a Luncheon event. Students will use their Critical and Creative Thinking skills to select, plan and present food for this event and participate in collaborative teamwork to prepare and clean up, contributing to the overall success of the venture. | 1,3 | 1,3 | 1 | Students collect and present evidence of their learning through class activities, research, and collaborative application of skills.  Students produce a folio of evidence and a written or multimodal reflection on their learning (500 words) |
| **Connections Task 2 – Fundraising Morning Tea**  **Key Capability:** Critical and Creative Thinking.  This assessment task provides the opportunity for students to apply their learning in the kitchen to creating an event for the purpose of raising funds for a chosen charity. In a group students will collaboratively make decisions and share responsibilities to cater for this morning tea event. | 2 | 2,3 | 1,2 | Students collect and present evidence of their learning through class activities, research, and collaborative application of skills. Students produce a folio of evidence and a written or multimodal reflection on their learning (500 words) |

Assessment Type 3: Personal Endeavour – weighting 30%

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| --- | --- |
| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| External assessment | Students select an aspect of personal interest from the Stage 2 Integrated Learning program for individual focused development.  The project is likely to be a research-based or a practical project-based task, or a combination of these.  It is recommended that students present the personal endeavour in two parts:   * an investigation, that is either research or practical-based and has an outcome or conclusion (about three-quarters of the total evidence) * an explanation of the connections between their area of interest and the capability selected (about one-quarter of the total evidence)   Students assessed individually.  Maximum of 12 minutes for a multimodal or oral presentation, or a maximum of 2000 words if written. |

*Five or six assessments.**Please refer to the Stage 2 Integrated Learning subject outline.*

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