# Pre-approved Learning and Assessment Plan

Stage 1 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) |
|  |  |  |  | **1** | **I** | **L** | **N** | **10** |  |

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 1 Integrated Learning – 10 credits

**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 1:Practical Exploration – weighting 40%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| AD | IR | CC |
| **Harmony Day Organisation and Discussion**  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.  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. | 1,2,3 | 1,2 | 1,2 | Summary should be no more than 750 words in length and include the following:   * Notes from planning meetings * Photos of the day * Self reflection sheet * Peer reflection sheet * 3 minute recorded discussion with the teacher |

Assessment Type 2: Connections – weighting 30%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| AD | IR | CC |
| **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. | 2 | 1 | 1,2 | 3-5 minute video, done during class time over a 5 week period. Relevant research and notes should accompany the video. |

Assessment Type 3: Personal Venture – weighting 30%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| AD | IR | CC |
| 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. | 1,3 | 1 | 2 | Max of 750 words or 5 mins multimodal (not including bibliography), 5 weeks to complete. |

*Three or four assessments.**Please refer to the Stage1 Integrated Learning subject outline.*