# Pre-approved Learning and Assessment Plan

Stage 2 Health and Wellbeing

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 (20) |
|  |  |  |  | **2** | **H** | **E** | **W** | **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 Health and Wellbeing

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: Initiative – weighting 40%

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| CT | AP | RP |
| Health and Wellbeing Expo for Middle School students.   * Students work in groups to survey a target audience to identify needs for health support services * Identify and organise a presence at the expo for an appropriate support agency. This could be in the form of a display of information gathered from the services, guest speakers or activities. * Analyse the wellbeing outcomes for middle school students and reflect on the learning that has taken place. | 1 | 2 | 2 | Multimodal presentation – 2-minute clip promoting the expo to a middle school audience  An accompanying 1000-word report written by individuals to reflect and discuss findings and group process. |
| Maintaining Positive Mental Health   * Students identify challenges to maintaining positive Mental Health for Young People and strategies that can be put in place to address Mental Health concerns in a sustainable way * Identify and analyse technology/applications that might be useful for people to access with regard to improving an identified Mental Health issue * Choose the app that best addresses long term wellbeing with regard to the issue. * Use the app for a three-week period. Gather data and use journals to monitor wellbeing changes and improvements * Analyse and present the benefits and limitations of the app with regard to improved wellbeing outcomes, now and in the future. | 3 | 1 | 2 | A written report of no more than 1500 words |

Assessment Type 2: Folio – weighting 30%

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| CT | AP | RP |
| Colebrook House   * Students explore key issues in relation to Indigenous Health and Wellbeing * After visiting Colebrook Reconciliation Park, students identify a key Indigenous issue that they connect with to analyse. * Students reflect on how they can build empathy for this issue by educating a selected audience | 2,3 |  | 1 | A multimodal presentation. Maximum up to 6 minutes. |
| Platforms for Change;   * Students explore the concept of human rights and identify an issue they care about and want address * Students use a social media platform to design a campaign that advocates for change on a global level * Students present the campaign to an audience, gather feedback and reflect on the impact. | 2 |  | 1 | 6-minute oral presentation |

Assessment Type 3: Inquiry – weighting 30%

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| CT | AP | RP |
| The inquiry may include the following:   * introduction outlining the scope of the question or hypothesis * explanation of the nature of the issue from different perspectives * critical analysis of the data or information collected * evaluation of current personal and/or social action or strategies to address the issue * recommendations for future initiatives to improve health and wellbeing outcomes. | 1, 3 |  | 1, 2 | The inquiry should be a maximum of 2000 words if written, or a maximum of 12 minutes if oral, or the equivalent in multimodal form. |

*Five assessments.**Please refer to the Stage 2 Health and Wellbeing subject outline.*