# Pre-approved Learning and Assessment Plan

Stage 2 Cross-disciplinary 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) |
|  |  |  |  | **2** | **C** | **X** | **D** | **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 Cross-disciplinary 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: Commentary – weighting 30%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| KU | A | AE | IC |
| The geography of the region and its relationship to food production  Students gather a broad range of evidence of learning and complete the Student Workbook in which they consider the physical geography of the region including climate, landforms, geology, soils, and water resources.  Students develop the capability of learning as they study the human impact on this environment with particular reference to Indigenous food production, the development of agriculture in the area, and present day land use.  Students develop the capability of communication as they produce and present a commentary which summarises the information gathered, and analyse, and critically evaluate the role of geographical knowledge and skills in understanding the development of the food industry in this region. | 1,2,3 |  | 1 |  | Written Report – up to a maximum of 1,000 words.  This assessment is completed through a combination of class time, homework tasks and field excursions. |
| Food and produce in the region – Gourmet flavours  Students are involved in a series of off-site visits to various food producers in the region to look at the individual operations including their history in the area. Students study the products, the environmental factors required to produce them, and the markets for the food items. They also consider the culinary applications of the products. Other information is gathered using books, magazines and the internet.  Students also attend a cooking master class at one of the establishments in the region. During this master class, they work with local produce and evaluate, analyse and reflect upon their experience, both in regard to the food produced and the cooking skills learned. A focus of this practical exercise is to consider the nature of the local ingredients and the way they are incorporated into a restaurant menu.  Working with a partner, and after gathering a variety of information as evidence of their learning in this topic, students prepare a commentary to present to the class. The commentary enables students to relate the geographical conditions to the products and how this has led to the rise of region’s produce being showcased in many of the local restaurants. This also provides opportunities for students to develop the capability of communication as they deliver a PowerPoint presentation in the form of a short travelogue.  Individually, students also present a short summary of their own learning including skill development through this activity. | 2,3 |  | 1,3 |  | PowerPoint presentation – up to a maximum of 6 minutes.  This assessment is completed through a combination of class time, homework tasks, site visits, tours and field excursions and is to be researched and presented in pairs.  A summary of student’s own learning can be incorporated into the presentation or provided separately in a form of their choice.  A hard copy of the presentation is also submitted for assessment. |

Assessment Type 2: Group Project – weighting 20%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| KU | A | AE | IC |
| Showcasing the region – Food production task  As a group, the students design and make a food product that showcases at least one significant food item produced in the region. This item is to be produced in bulk and sold to the school community.  The students work collaboratively to research and decide upon one food item that showcases the region. They research and conduct trials to develop their product including labelling and packaging. As a group they plan, organise and implement the production of their item in bulk. The items are then packaged, labelled and sold to the school community at a price that covers all costs. A consumer feedback form is given to all purchasers of the product to acquire comments. The students individually analyse and evaluate their effort, both from a personal perspective and from a group perspective. |  | 2,3 | 3,4 | 1 | Assessment consist of:   * teacher observation and comment on the group collaborative task. * practical assessment of cooking task. * individual written report - analysis and evaluation up to a maximum of 1,000 words   This assessment consists of combination of class time, (including practical assessment tasks) and home tasks. |

Assessment Type 3: Presentation and Discussion – weighting 20%

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| --- | --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| KU | A | AE | IC |
| Promoting region– Signature dish of the region  In this task, students take the role of an executive chef at a local restaurant. They develop a signature dish which highlights a locally made product in a creative and interesting way. The dish shows the student’s research into the product, its production and its development as a menu item. Each student presents their findings at a ‘Regional Development Conference’. The presentation must be accompanied by supporting visuals such as photographs, products, graphic displays, food samples or a combination of these.  Following their presentation, the student participates in a formal discussion regarding their ‘conference paper’. The discussion includes analysis and evaluation of their learning, and how the knowledge of the different disciplines informed this. | 1,2 | 1,2,3 | 2,3 | 2 | Oral presentation to the class followed by discussion.  The presentation and discussion combined should be a maximum of 15 minutes; of this the presentation should comprise a maximum of 7 minutes.  The presentation and discussion are recorded for assessment purposes. |

Assessment Type 4: Analysis – weighting 30%

| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- |
| External assessment   1. Menu   Students access a range of recipes from the region with accompanying information. They also have a cookery book (e.g. Cookery The Australian Way) for their use during the assessment task.  The students devise a restaurant menu with justification of each dish chosen. They then analyse and evaluate their choice of menu items.   1. Tourist brochure   Students read an extract from the South Australian Wine and Food Guide. They analyse and reflect upon the information, apply their own knowledge, and develop ideas and further questions to extend their understanding of the region. | *Students undertake two analysis assessments under the supervision of the teacher.*  *Each analysis assessment should take 60 minutes.* |

*Six to eight assessments.**Please refer to the Stage 2 Cross-disciplinary subject outline.*