# 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): Gaming and Development Space

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 |
| Capability – ICT  Students learn what it means to be a game designer and will be exposed to a number of different programs/applications that can be used. Students will explore rapid prototyping, game balance, problem solving and the nature of fun. They will investigate a range of games and will create a simple 2D game.  Students will have the opportunity to view each other’s games and give supportive peer feedback on game. Students will include in their reflection, discussion about how they have developed and applied their ICT capability. | 1,2,3 | 1,2 | 1,2 | Summary should be no more than 750 words in length and include the following:   * Concept generation * Story board * Self-reflection sheet * Peer reflection sheet * Presentation of final concept |

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 |
| Capability – Ethical understanding  Group project in creating a wall avoiding robot (eg same technology that autonomous vehicles)  Technology Automation Awareness Presentation – Students design PowerPoint that details the impact of automation on the work force.  The purpose of the presentation is to help students understand different rapid changes and challenged faced by the introduction autonomous vehicles and other technology. | 1,2,3 | 1,2 | 1,2 | Students will submit:   * Presentation 5min * Reflection 300-500words * The wall avoiding robot |

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 area of interesting eg. gender stereotyping in games, violence in games, drone technology, that they wish to explore. They must select one capability to link to their chosen personal venture. Their project should explain why they chose the topic, their interest/relevance, and how the student has developed their chosen capability through the project. | 1,3 | 1 | 2 | Students will submit   * Finished version of game * Program a drone to behave in autonomous manner * Create own electronic hand held game * Reflection 500-700words |

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

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