

Stage 1 and Stage 2 Integrated Learning Implementation

Workshop Booklet

Term 3, 2017

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SACE Curriculum Renewal
Integrated Learning
Implementation
Workshops
 Stage 1 and Stage 2

Term 3, 2017






Program

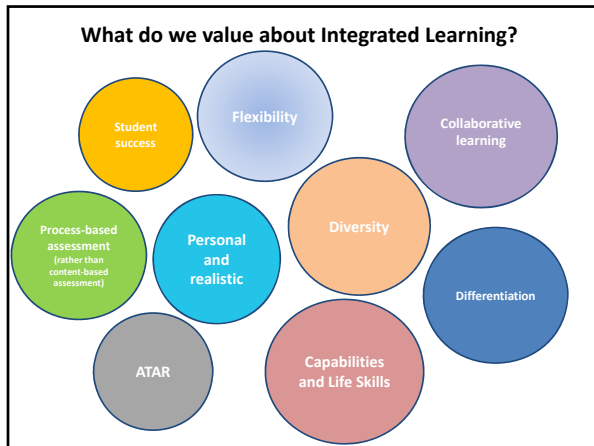
1. Context for Integrated Learning curriculum renewal
2. Program Focus
3. Capabilities
4. Stage 2
5. Stage 1
6. Learning and Assessment Plans

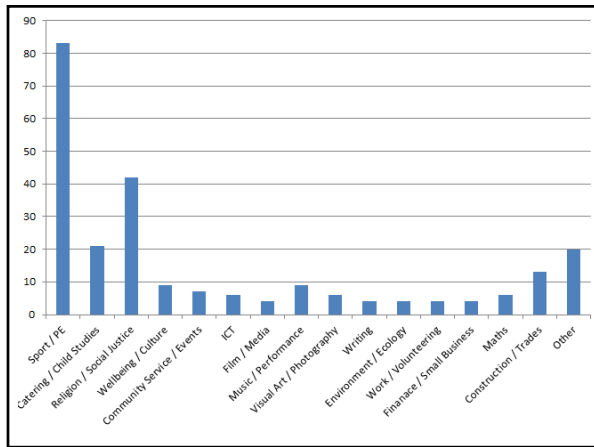



Curriculum Renewal

- Background
- Subject Renewal – big picture ideas
- Stage 1: more than 9,000 enrolments in 2016
- Stage 2: more than 2,500 enrolments in 2016









Program Focus



- Teachers design a program.
- The program should have relevance for students and give context to their learning.

'The Program Focus can be about a real-world situation, task, event or learning opportunity and could be designed around a local theme, community or context.'

Capabilities

- Incorporation of Australian Curriculum capabilities:
 - literacy
 - numeracy
 - information and communication technology (ICT) capability
 - critical and creative thinking
 - personal and social capability
 - ethical understanding
 - intercultural understanding.

Activity

...students
apply, develop and extend
their capability...






Stage 2

- Integrated Learning A (10-credits) 2ILA10
- Integrated Learning B (10-credits) 2ILB10
- Integrated Learning A (20-credits) 2ILA20
- Integrated Learning B (20-credits) 2ILB20



- Up to 40 credits for SACE Completion
- Up to 20 credits for ATAR

- 10-credits = 3-4 assessments, 20-credits = 5-6 assessments

Stage 2 Learning Requirements

- develop and apply knowledge, concepts, and skills for a purpose
- extend and apply one or more capabilities
- explore, analyse and evaluate concepts, ideas, and skills from different perspectives
- work collaboratively with others
- communicate ideas and informed opinions
- develop self-awareness by evaluating progress in learning



Stage 2 Assessment Design Criteria and Specific Features

Application and Understanding

AU1 Understanding and development of knowledge, concepts, and skills in relation to the Program Focus.

AU2 Application of a range of knowledge, concepts and skills for a purpose

AU3 Development and application of a chosen capability or chosen capabilities

Stage 2 Assessment Design Criteria and Specific Features

Inquiry, Analysis and Evaluation

- IAE1 Exploration of relevant information, concepts and ideas, using a variety of sources
- IAE2 Analysis of concepts, ideas and skills development from different perspectives
- IAE3 Evaluation of the student's own learning through self-assessment and feedback from others



Stage 2 Assessment Design Criteria and Specific Features

Communication and Collaboration

- CC1 Collaboration with others
- CC2 Communication of ideas and informed opinions





School Assessment Assessment Type 1: Practical Inquiry (40%)

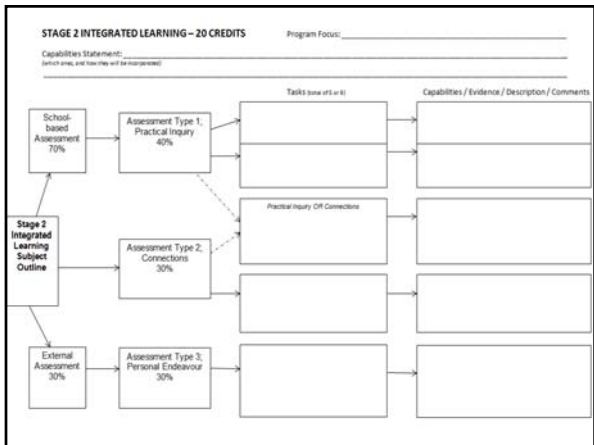
- Students show **development** of their knowledge, concepts, and skills.
- Students **analyse** concepts, ideas and skills from different perspectives, and communicate their **ideas and opinions**.
- Tasks **may** include collaboration.
- Requires **feedback from others and self-assessment**.
- Focus on the learning that has taken place in relation to the **Program Focus** and their **chosen capability**
- **Evidence of a discussion** is required



Sample Tasks

- Consider the 'Conversation Points' for the discussion
- Spend some time reading through the sample tasks provided.
 - Can you use these?
 - How can they be adapted to better suit your program?
- **What existing activities could you use as tasks in your new Integrated Learning program?**








School Assessment



Assessment Type 2: Connections (30%)

- Collaboration can be in a variety of ways
 - **not** limited to a class activity
 - **Individual students** can collaborate with others in various contexts
- Students identify their **role and responsibility** in the collaborative task.
- Requires **feedback from others** and **self-assessment**.
- Students **evaluate their learning**, including their **development of a capability**

Sample Tasks



- Consider the 'possible Connections activities'
- Spend some time reading through the sample tasks provided.
 - Can you use these?
 - How can they be adapted to better suit your program?
- **What existing activities could you use as tasks in your new Integrated Learning program?**

External Assessment



Assessment Type 3: Personal Endeavour (30%)

- Students select an area of interest for individual focused development
- Research-based or Practical-based, or a combination
- Present in two parts:
 - Investigation (3/4 of evidence)
 - Explanation of connections between their area of interest and the capability selected
- AU1, AU3, IAE1, IAE2, CC2

Sample Tasks

- Consider the 'possible Personal Endeavour activities'
- Spend some time reading through the Stage Production task provided.
 - What do you think?
- **What ideas do you have for the Personal Endeavour?**

Performance Standards

- Direct link to assessment design criteria and specific features.
- Very similar language to those in the current subject outline.
- Reduction in specific features.



Activity

- Use the flow chart on p31 of the booklet as a planning tool for your new Integrated Learning program
 - What will your program focus be?
 - How are you going to incorporate the capabilities?
 - How are you going to incorporate the discussion into the Practical Inquiry?
 - What ideas do you have for a Connections task?
 - What multimodal forms of assessment can you incorporate?



Stage 1



- Integrated Learning (10-credits) 11LN10
- Integrated Learning (20-credits) 11LN20
- Multiple Integrated Learning programs can count
- 10-credits = 3-4 assessments, 20-credits = 5-6 assessments



Stage 1

Learning requirements

- develop and apply knowledge, concepts, and skills for a purpose
- extend and apply one or more capabilities
- identify and explore information, concepts, and ideas
- work collaboratively with others
- communicate ideas and informed opinions
- develop self-awareness to reflect on progress in learning

Stage 1 Assessment design criteria and Specific Features

Application and Development

AD1 Development of knowledge, concepts, and/or skills in relation to the Program Focus

AD2 Application of range of knowledge, concepts and skills for a purpose

AD3 Development and application of a chosen capability or chosen capabilities

Inquiry and Reflection



IR1 Exploration of relevant information, concepts and ideas

IR2 Reflection of the student's own learning through self-assessment and feedback from others

Collaboration and Communication



CC1 Collaboration with others

CC2 Communication of ideas and opinions

Stage 1 Assessment Types

- AT1: Practical Exploration
 - Evidence through discussion
- AT2: Connections
- AT3: Personal Venture

Performance Standards

- Direct link to assessment design criteria and specific features.
- Very similar language to those in the current subject outline.
- Reduction in specific features.



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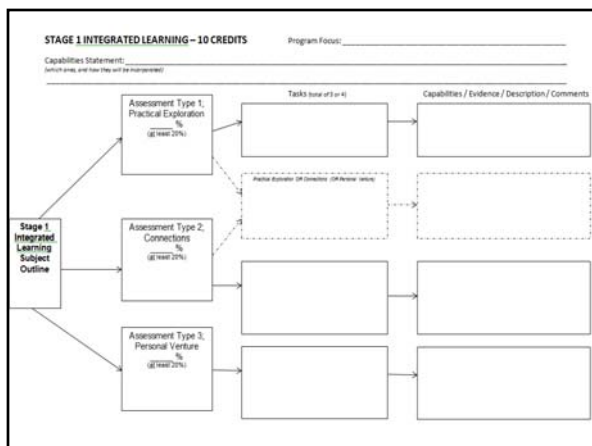
Sample Tasks

- Spend some time reading through the sample tasks provided for Stage 1.
- Use the Stage 1 Flow Chart on p43 reflecting thoughts about your own program

What existing activities could you use as tasks in your new Integrated Learning program?



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Learning and Assessment Plans

- Learning and Assessment Plans simplified:
 - A cover sheet and the assessment overview page
 - Preapproved options available from website
 - Not all Program Focus areas covered
 - Recommend option to write your own LAP

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Learning and Assessment Plans

- Spend some time reading through the pre-approved versions provided in this booklet.
- Do these LAPs reflect your intended program focus? Can you use them, either in their entirety or by adapting some of the tasks?
- What about developing a school-approved LAP?

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Activity - LAPs

- Use the blank templates and the brainstorming you've already done in the flow charts to draft LAPs reflecting your new Integrated Learning program
 - Design a new LAP, or build from an existing LAP
 - Consider opportunities to be innovative in methods of delivery and assessment
 - What about innovation and 21st century skills?





Capabilities in Integrated Learning

Underpinning the design of Integrated Learning is an emphasis on students making links between their learning and their capabilities. In this way, the capabilities are central to Integrated Learning and are reflected in the assessment requirements and performance standards.

Through Integrated Learning students apply, develop and extend capabilities relevant to the Program Focus through their learning and assessment.

The Integrated Learning program does not need to relate to one specific capability:

- students may individually select a capability to focus their learning; for example, students in the same class may individually select different capabilities to develop, extend, and apply, or
- teachers may design the entire Integrated Learning program to focus on the development of one or more specific capabilities; for example, students in the same class undertake all assessments with a focus on the same capability(ies), or
- teachers may design each assessment within the Integrated Learning program with a specific capability in mind; for example, students in the same class undertake all assessments where each assessment has been designed with a different capability as its focus.

The capabilities connect student learning within and across subjects in a range of contexts.

The SACE identifies seven capabilities. They are:

- literacy
- numeracy
- information and communication technology capability
- personal and social capability
- critical and creative thinking
- ethical understanding
- intercultural understanding.

Excerpt from p4 of Board-accredited pre-edited draft Subject Outline

Integrated Learning Program focus

In designing a Program Focus, teachers consider the interests, capacities and needs of the student cohort, approaches to teaching and learning, and forms of assessment in order to maximise opportunities for them to demonstrate their learning.

The Program Focus can be about a real-world situation, task, event or learning opportunity and could be designed around a local theme, community or context.

The Program Focus should have relevance for students and give context to their learning. The Program Focus is the lens through which students make connections with their knowledge of themselves as learners, and develop, extend and apply their capabilities.

The Program Focus should be designed with consideration of the capabilities. The Program Focus does not need to relate to one specific capability. The teacher can design the program to allow opportunities for students to individually select a capability that they want to apply, develop and extend through the various assessments, or the teacher can design the program to focus on the development of one or more specific capabilities.

Listed below are some suggested starting points for designing a Program Focus, which is decided by the teacher or by the teacher in consultation with students. The list is neither prescriptive nor exhaustive. Suggestions include:

- Advanced Manufacturing
- Aged and community care
- Agriculture
- Art and culture
- Career-related programs
- Child development and nutrition
- Civics and citizenship activities
- Construction
- Cultural identities
- Entrepreneurism
- Enterprise
- Environmental management
- Ethical understanding
- Financial literacy
- Global citizenship
- Global youth programs
- Health, fitness and physical activity
- Hospitality and catering
- Immersion experiences
- Indigenous perspectives
- Indigenous enterprise
- Information and communications technology
- Innovation and enterprise initiatives
- Language and intercultural understanding
- Literacy
- Local history projects
- Marine and maritime activities
- Maths for living
- Mechanical projects
- Media and production
- Mentoring and peer support
- Numeracy development
- Outdoor exploration
- Performance, for example dance, drama, music
- Personal development
- Scientific endeavours
- Skills development, for example study skills
- Small business enterprise
- Social action
- Social justice and spirituality
- Sport/coaching
- STEAM/STEM
- Student leadership
- Study skills
- Technology and trade
- Trade maths
- Travel activities
- Volunteering and community service
- Well-being, health and lifestyle
- Writing and authorship
- Young parenting programs

Excerpt from p7 of Board-accredited pre-edited draft Subject Outline

Assessment Design Criteria and Specific Features

Stage 2 Integrated Learning

Application and Understanding

The specific features are as follows:

- AU1 Understanding and development of knowledge, concepts, and skills in relation to the Program Focus
- AU2 Application of a range of knowledge, concepts and skills for a purpose
- AU3 Development and application of a chosen capability or chosen capabilities

Inquiry, Analysis and Evaluation

The specific features are as follows:

- IAE1 Exploration of relevant information, concepts and ideas, using a variety of sources
- IAE2 Analysis of concepts, ideas and skills development from different perspectives
- IAE3 Evaluation of the student's own learning through self-assessment and feedback from others

Communication and Collaboration

The specific features are as follows:

- CC1 Collaboration with others
- CC2 Communication of ideas and informed opinions

Performance Standards for Stage 2 Integrated Learning

	Application and Understanding	Inquiry, Analysis and Evaluation	Communication and Collaboration
A	<p>In-depth understanding and development of knowledge, concepts, and skills.</p> <p>Insightful and purposeful application of a range of knowledge, concepts, and/or skills for a purpose.</p> <p>In-depth development and insightful application of a chosen capability/or chosen capabilities.</p>	<p>In-depth exploration of relevant information, concepts and ideas, using a variety of sources.</p> <p>Perceptive and in-depth analysis of concepts, ideas and skills development from a variety of perspectives.</p> <p>Insightful evaluation of the student's own learning through self-assessment and feedback from others.</p>	<p>Sustained and productive collaboration with others.</p> <p>Sophisticated and perceptive communication of ideas and informed opinions.</p>
B	<p>Some depth in understanding and development of knowledge, concepts, and skills</p> <p>Effective application of a range of knowledge, concepts, and/or skills for a purpose.</p> <p>Focused development and some insightfulness in application of a chosen capability/or chosen capabilities.</p>	<p>Some depth in exploration of relevant information, concepts and ideas, using a variety of sources.</p> <p>Some depth in analysis of concepts, ideas and skills development from different perspectives.</p> <p>Considered evaluation of the student's own learning through self-assessment and feedback from others.</p>	<p>Effective collaboration with others.</p> <p>Some perceptive communication of ideas and informed opinions.</p>
C	<p>Understanding and development of knowledge, concepts and skills.</p> <p>Competent application of knowledge, concepts and/or skills for a purpose.</p> <p>Competent development and application of a chosen capability/or chosen capabilities.</p>	<p>Competent exploration of relevant information, concepts and ideas, using a variety of sources.</p> <p>Competent analysis of concepts, ideas and skills development from different perspectives.</p> <p>Description and some evaluation of the student's own learning through self-assessment and feedback from others.</p>	<p>Some effective collaboration with others.</p> <p>Generally considered communication of ideas and informed opinions.</p>
D	<p>Some basic understanding and partial development of knowledge, concepts, and skills.</p> <p>Some basic application of some knowledge and/or skills with some relationship to a purpose.</p> <p>Some development and basic application of a chosen capability/or chosen capabilities.</p>	<p>Identification of relevant information, concepts and ideas, with more emphasis on information than ideas and concepts.</p> <p>Partial recount of concepts, ideas, or skills with identification of more than one perspective.</p> <p>Some understanding and basic description of aspects of the student's own learning through self-assessment and feedback from others.</p>	<p>Occasional collaboration with others.</p> <p>Partial and unfocused communication of ideas or opinions.</p>
E	<p>Limited understanding and attempted development of knowledge, concepts, and skills.</p> <p>Attempted application of some knowledge or skills, with some attempted link to a purpose.</p> <p>Emerging development and attempted application of a chosen capability/or chosen capabilities.</p>	<p>Attempted identification of a concept, idea or skill.</p> <p>Attempted recount of concepts, ideas, or skills, in one or more sources, which may have some relevance.</p> <p>Emerging awareness and recognition of the student's own learning through self-assessment and feedback from others.</p>	<p>Some attempt to work collaboratively with others.</p> <p>Attempted communication of ideas or opinions.</p>

Excerpt from p33 of Board-accredited pre-edited draft Subject Outline

Examples of conversation points for the discussion in the Practical Inquiry

Integrated Learning Program Focus	Task or Assessment Type	Examples of Conversation Points for a Discussion
Student Leadership	<p>1 task completed as part of a 10-credit subject:</p> <ul style="list-style-type: none"> • What is mentoring? <p>No more Practical Inquiry assessments to complete.</p>	<p>How did thinking about mentoring help you develop your own capabilities? (AU3)</p>
Religion	<p>1 task completed as part of a 10-credit subject:</p> <ul style="list-style-type: none"> • Liturgy <p>No more Practical Inquiry assessments to complete.</p>	<p>From being involved in the liturgy, what do you believe are the necessary components of a meaningful liturgy, and why? (IAE2)</p>
Industry Enterprise	<p>1 task completed as part of a 20-credit subject:</p> <ul style="list-style-type: none"> • Managing a small business <p>Additional Practical Inquiry assessments still to complete.</p>	<p>What was the most significant thing you learnt as a result of interviewing a small business owner? (IAE1)</p> <p>Considering your Personal and Social capability, what characteristics do you think you need to develop further in order to run a small business in future? (AU3)</p>
Hospitality and Catering	<p>1 task completed as part of a 20-credit subject:</p> <ul style="list-style-type: none"> • Multicultural influences in food <p>Additional Practical Inquiry assessments still to complete.</p>	<p>In what ways do you think our multicultural heritage has influenced the range of food we eat today? (AU1, IAE1)</p> <p>What valuable feedback did you receive from others about the multicultural food you created? In what ways has this influenced how you might re-create this food in the future? (IAE2, IAE3)</p>
Sports Studies	<p>Assessment Type level, three tasks completed as part of a 20-credit subject:</p> <ul style="list-style-type: none"> • Kayaking • Basketball • Lawn Bowls <p>No more Practical Inquiry assessments to complete.</p>	<p>What have you learnt from doing the three Practical Inquiry tasks? (AU1)</p> <p>Of the three Practical Inquiry tasks, which did you feel you learnt the most from? How has this impacted on you? (IAE3)</p>
Urban Art	<p>Assessment Type level, three tasks completed as part of a 20-credit subject:</p> <ul style="list-style-type: none"> • Implications of illegal urban art • Urban art and merchandising • Community artwork <p>No more Practical Inquiry assessments to complete.</p>	<p>As you undertook the three Practical Inquiry tasks, what knowledge and skills did you develop? (AU1, IAE3)</p> <p>In the Community Artwork task, which capability did you select? How did you develop and apply this capability? (AU3)</p>

Stage 2 Integrated Learning

Assessment Type 1: Practical Inquiry

Program Focus: Studies of Science

Task: Conservation, Threatened and Endangered Species

Purpose

Students will develop knowledge, concepts and skills regarding conservation of species throughout the world. A part of this task requires students to attend an Adelaide Zoo ZooSnooze. A focus of this task will be to develop and discuss your chosen capability. Students will participate self-assessment and gain feedback from others to evaluate their learning demonstrate collaboration with others.

Assessment Description

1. Research two of the conservation programs at Adelaide Zoo. Gain two sources from the Zoo's website and then use other sources to complete an investigation of different perspectives on conservation.
2. Attend 'ZooSnooze' at Adelaide Zoo, an overnight program that allows you to see first hand how Adelaide Zoo work on conservation for your animals of choice. Complete a number of other tasks throughout your ZooSnooze experience, including team-building and collaborative activities, to be placed in a folder of evidence (used later during Practical Inquiry discussion).
3. Select a capability you believe is most relevant to your learning about conservation of species.
4. Write a final report/evaluation about:
 - the knowledge and understanding of conservation of species, including from different perspectives;
 - your 'ZooSnooze' experience;
 - what you have learnt about yourself as a learner, using feedback from others and self-assessment;
 - and how you have developed your chosen capability.

Assessment Conditions

3 parts (approx. 2000 words)

- Written research (multimodal negotiable with teacher)
- Active participation in 'ZooSnooze'
- Final written report and evaluation

The specific features being assessed are:

Application and Understanding

AU1 Understanding and development of knowledge, concepts, and skills in relation to the Program Focus.

AU3 Development and application of a chosen capability/or chosen capabilities

Inquiry, Analysis and Evaluation

IAE2 Analysis of concepts, ideas and skills development from different perspectives

IAE3 Evaluation of the student's own learning through self-assessment and feedback from others

Communication and Collaboration

CC1 Collaboration with others

Stage 2 Integrated Learning

Assessment Type 1: Practical Inquiry

Program Focus: Sport, Health and Physical Activity.

Sailing Camp

Purpose

This assessment task provides the opportunity for you to demonstrate application and development of your knowledge, concepts and skill in sailing. You demonstrate initiative and leadership while collaborating with others, and get feedback which will help you evaluate own learning and your development of your Critical and Creative Thinking.

Assessment Description

Prior to attending the 3 day-camp, research:

- Different types of sail boats
- Terminology of sailing
- Ideal conditions
- Turning
- Safety precautions

While at camp you will participate in a range of practical activities. At times you will participate in individual discussions with the teacher that will be recorded to provide evidence of your learning, safety, and development of your Critical and Creative Thinking capability in relation to your sailing skills. In addition, while at camp you should also collate your own evidence of yourself demonstrating specific skills and safety precautions. This could be in the form of photos, video clips etc.

After camp, undertake a self-assessment and write a reflection of your experiences, highlights and low points of the trip and your collaboration with others in the sail boats. You may choose to comment on your instructor grade as part of your reflection. Ensure you discuss your Critical and Creative Thinking capability in the reflection.

Assessment Conditions

- Pre-camp written evidence (400 words)
- Individual recorded discussions of your own knowledge, concepts and skills and development of your Critical and Creative Thinking capability during sailing camp
- Self-assessment and Reflective Evaluation.

The specific features being assessed are:

Application and Understanding

- AU1 Understanding and development of knowledge, concepts, and skills in relation to the Program Focus.
- AU2 Application of range of knowledge, concepts and skills for a purpose
- AU3 Development and application of a chosen capability/or chosen capabilities

Inquiry, Analysis and Evaluation

- IAE3 Evaluation of the student's own learning through self-assessment and feedback from others

Communication and Collaboration

- CC1 Collaboration with others

Examples of possible Connections activities

Integrated Learning Program Focus	Example of link to capability resulting from the Connections task	Example of Connections task
Art	Personal and Social Critical and Creative	Outside Art Display negotiated with local government organisation
	Critical and Creative Thinking	Engagement with Guest Speaker Artist
Religion/Social Justice	Ethical Understanding	Plan and reflect on Liturgy
	Personal and Social Intercultural	Community Service / immersion
Science	Critical and Creative Thinking	Field Trip to examine animal species and habitats
PE	Personal and Social Numeracy	Managing a Sports Day for a local Primary School
Well-being	Literacy Personal and Social	Developing a Well-being program for Year 10 students
Trade Maths/Financial Literacy	Numeracy	Work shadowing Professional Experts (e.g. builders)
Student Leadership & Mentoring	Personal and Social Critical and Creative	Mentoring process of Year 12 with Year 7s of local Primary School
	Numeracy	Maths tutoring of Year 8s with identified low NAPLAN scores
	ICT	Setting up a student blog/forum that can be used to gather student feedback
Raising Community Awareness	Personal and Social Ethical Understanding	Organising White Ribbon Day for whole school
Community Service	Personal and Social Ethical Understanding	Free lawnmowing service for local residents
	Literacy	Helping Primary school students to learn to read
	Intercultural Understanding Personal and Social	Organising a migrant and refugee welcome event
Sport coaching	Critical and Creative Ethical Understanding	Running an afterschool sports team

Stage 2 Integrated Learning

Assessment Type 2: Connections

Program Focus: Student Leadership & Mentoring

Task: Create a “Kahoot!” Quiz

Purpose

To create a “Kahoot!” Quiz on Leadership that can be used with Primary School students from a local school, then reflect on your own leadership journey in relation to the “Critical and Creative Thinking” capability.

Assessment Description

1. Download the “Kahoot!” app from the App or Playstore. Play a few quizzes so you get an idea of how it works/runs.
2. Go to <https://getkahoot.com/> and create your own account (its free!)
3. Create a 15 question quiz on “Leadership”. You may want to consider:
 - What leadership is and is not
 - The different styles of leadership
 - The traits of a good leader
4. Contact a local primary school and organise to run the quiz with a Year 7 class
5. Design a feedback sheet that you can use to gather feedback from the students once you have run the quiz.
6. Run the quiz! (You may want to think about how you will actually do this...simply rocking up, doing the quiz and leaving will not be beneficial to the students you are trying to help with developing their leadership skills and understanding!). Remember to collect feedback too!
7. Produce a “Summary”...
 - Part 1 should reflect on the quiz itself
 - i. How did it go? What worked and didn’t work so well?
 - ii. What would you change?
 - iii. How would you rate your group’s collaboration and planning?
 - iv. How would you rate your leadership development during this event?
 - Part 2 needs to be a “What If...” reflection/analysis
 - i. Imagine if you had seen this leadership quiz/session when you were in Year 7. How would your leadership skills and style have developed differently from how they currently are as a result?
 - ii. Refer specifically to the “Critical and Creative Thinking” capability in this segment to demonstrate your progress in learning in relation to leadership.

Assessment Conditions

- Max of 1000 word written, or 6 minute oral/multimodal summary.
- Students must complete the Connections task by the end of Term 2.

Application and Understanding

AU2 Application of range of knowledge, concepts and skills for a purpose

AU3 Development and application of a chosen capability/or chosen capabilities

Inquiry, Analysis and Evaluation

IAE2 Analysis of concepts, ideas and skills development from different perspectives

IAE3 Evaluation of the student's own learning through self-assessment and feedback from others

Communication and Collaboration

CC1 Collaboration with others

Integrated Learning Stage 2

Assessment Type 2 - Connections

Team Building Exercise

Purpose

Students will be involved in collaborative processes that enable them to work together to maximise their own and others' learning. They will first conduct meetings to allocate roles and responsibilities regarding the research and actions involved in designing and conducting a team building exercise. They will consider and develop **the Personal and Social capability** through the course of this task.

Each member of the group will do research into team building exercises; looking at the many types of team building exercises; the purpose of these exercises; the purpose and results of working within a team; what impact they have in a work setting, school setting and so on.

Task

Step 1 – **Decide** what role you will play in the group

What skills do I have to offer? Who am I in this group? The writer, the ideas guy, the planner, the thinker, the worker, organiser, researcher, the listener, the one in charge, the communicator, the comedian, etc.

- *Write down who you believe you will be to the group and ask your team members what they think. What evidence do you have to back up this idea? (100 words and images of how you plan on conducting yourself in this assignment) What will the role of each person be? What will you offer the group?*

Step 2 - **Research and record** your findings.

Each group will need to have approximately 3 meetings where they decide and delegate roles and jobs. During these meetings you must research the purpose of team building exercises and then design your own.

- *Each student must have done some research into Team building. **Keep a record of the sources looked at and the information found.***
- *During the meetings you must keep a record/**minutes of what was discussed.** Make sure to be involved, as you will be marked on your involvement in the group.*
- *You must also hand up a clear **plan and information about your chosen Team Building Exercise.***

Some aspects you may wish to consider:

- What is the purpose of Team building exercises?
- Why is successful teamwork important in the world today?
- What types of teambuilding activities exist and where are they generally used?
- How do these exercises benefit the individual, the group and a workplace?
- What important skills are built through working in teams?

Take it to the next level – In order to show further investigation and analysis in your work, it is recommended that you seek out '**primary source information**' You may wish to speak to somebody in the work place that has been involved in running or participating in Teambuilding activities. Find out if they helped the group be more cohesive, created further productivity, met their intention etc.

Step 3 - You must **decide on and **run** an appropriate Team Building Exercise with the class.**

- Students consider the class, the students involved, space and props required.
- Students choose a suitable exercise to run with the class, taking into consideration the skills that their chosen exercise will help to develop in their fellow class mates. Perhaps choosing to focus on listening skills, communication, risk taking, confidence building.
- During the meetings you must organise and delegate -who will do what – Eg. Who will bring the supplies, who will lead the Team building exercise, who will give instructions etc.

Step 4 – Peer and self-assessment

Once your exercise is complete you need to gather feedback from your fellow group members. This feedback will become an important part of your reflection.

Assessment requirements:

Evaluation - max 1000 words/ 6 mins multimodal

Students evaluate their contribution and the collaborative outcome.

Students look back at the group activity and assess how they collaborated as a team, the skills that they built and how it relates to the **Personal and social capability** and the program focus.

You must hand up:

- *Who are you in the group?*
- *Information and resources found*
- *Minutes of meetings x 3*
- *Plans of activity*
- *Photos of activity*
- *Individual Reflection*
- *Evidence of self and peer assessment*

The specific features being assessed are:

Application and Understanding

AU2 Application of range of knowledge, concepts and skills for a purpose

AU3 Development and application of a chosen capability/or chosen capabilities

Inquiry, Analysis and Evaluation

IAE3 Evaluation of the student's own learning through self-assessment and feedback from others

Communication and Collaboration

CC1 Collaboration with others

CC2 Communication of ideas and informed opinions

Stage 2 Integrated Learning
Assessment Type 2: Connections
Program Focus: Urban Art
Task: Scrim Art

Purpose: *You will work with a production company and a range of artists to design and gain approval for scrim art to be used at a national music festival. You will develop and analyse skills relevant to your Personal and Social capability, and work collaboratively to develop art works that meet the client brief. These skills will then be utilised to plan and complete the scrim art at the 'Groovin the Moo' music festival.*

Assessment Description

For this Connections task you will coordinate, plan and participate in spraying at the music festival. This will include negotiating with community groups, pricing, budgeting establishing and planning the artwork and catering.

To meet all assessment design criteria, you must complete all aspects of the task. Keep as much evidence as you can to illustrate your learning journey and submit this for assessment in a Photo Journal.

Inquiry, Analysis

- ***Exploration of relevant information, concepts and ideas, using a variety of sources***
 - You will need to complete some research as part of this process. You must consider
 - The history of the festival
 - The intended audience of the festival
 - What artworks have been approved in the past?
 - What is scrim art?
 - What are some terms associated with scrim/urban art – create a glossary
 - Keep a bibliography
- ***Analysis of concepts, ideas and skill development from different perspectives***
 - As part of the design process you must consider the brief from 'Groovin the Moo'
 - Consider a range of perspectives to ensure the final design is appropriate
 - Show evidence of the design process and your understanding. This could be through rough drafts etc.

Application and Understanding

- ***Understanding and development of knowledge, concepts and skills in relation to Urban Art***
 - You will be participating in a series of workshops before we attend 'Groovin the Moo'. You must include evidence of how your knowledge and skills relating to urban art have increased as a result of the workshops e.g. Spraying techniques, caps, the design process etc. This could be in a journal, video notes., photo journal with annotations

- **Application of a range of knowledge, concept and skills for a purpose**
 - After attending ‘Groovin The Moo’ show evidence of your application of skills by creating a PowerPoint presentation which illustrates your application of the skills you have learnt through this process (designing artwork, spraying mural)
- **Development and application of the Personal and Social capability**
 - In your PowerPoint presentation, you must address how you have developed this capability. What have you learnt about yourself and how will this benefit you as a person?

Communication and collaboration

- **Collaboration with others**
- **Communication of ideas and informed opinions**
 - Throughout the task, you will be working in groups to plan the design, develop the concept and complete the spraying.
 - You must provide evidence of how you have collaborated with others and evidence of your communication. This could be included in your PowerPoints presentation or through a photo journal with annotations, emails, meeting notes, etc.
 - What are your strengths as a group member?
 - Did you have any weaknesses and how did you overcome them?
 - What do you need to work on in the future?
 - What skills are important to be an effective group member?

Evaluation

- **Evaluation of your own learning through self-assessment and feedback from others**
 - After Groovin the Moo design a feedback sheet to be given to your peers
 - When you have received your feedback, you must reflect on it to help your self- evaluation. This evaluation should be included in your PowerPoint presentation

The specific features being assessed are:

Application and Understanding

- AU1 Understanding and development of knowledge, concepts, and skills in relation to the Program Focus.
- AU2 Application of range of knowledge, concepts and/or skills for a purpose
- AU3 Development and application of a chosen capability/or chosen capabilities

Inquiry, Analysis and Evaluation

- IAE1 Exploration of relevant information, concepts and ideas, using a variety of sources
- IAE2 Analysis of concepts, ideas and skills development from different perspectives
- IAE3 Evaluation of the student’s own learning through self-assessment and feedback from others

Communication and Collaboration

- CC1 Collaboration with others
- CC2 Communication of ideas and informed opinions

Examples of possible Personal Endeavour activities

Integrated Learning Program Focus	Capability to be developed within the Personal Endeavour	Area of Interest to be explored
Art	ICT	Film Making, Garage Band Music
	Critical and Creative	Developing Characters, Analysing Scripts, Writing scripts
Construction	Personal and Social	Work, Career, Employment
	Numeracy	Setting up a small business
Biology/Science	Ethical Understanding	Genetically modified food, cloning for organ transplants, Human Genome project
	Critical and Creative	Solving SA's power crisis
	ICT	The future of personal communication
Community Service	Personal and Social	Volunteering, the role and value of the local council
Student Leadership	Personal and Social	Best practice model for SRCs, student mentoring program
	Intercultural Understanding	World Harmony Day organisation, support program for new students from other cultures.

STAGE 2 INTEGRATED LEARNING

Assessment Type 3: Personal Endeavour Program Focus: Stage Production

Purpose

The Personal Endeavour is an opportunity for you to explore an area of interest in relation to Stage Production. It is also an opportunity for you to discuss and explain how your capabilities in Stage Production have been influenced through this task.

Areas you might like to focus on are:

- What skills do you need as an actor?
- Creating sets and props
- How do you design a programme?
- Creating a poster to advertise the school musical
- Choreographing for the school musical
- How do you write a script
- What is involved in being a theatre technician?
- How could fundraising help our production?
- Costume, hair and makeup for the musical

These are just a few suggestions – you might have some other ideas and can choose to focus on something else. Just make sure you negotiate it with your teacher before you begin.

You also need to choose a capability relevant to your area of interest and discuss how you have developed this capability through your Personal Endeavour.

Assessment Description

Your Personal Endeavour can be research-based (i.e. what skills do you need to be an actor?) or a practical-based task (i.e. designing a programme for the musical), or a combination of these.

You can present your Personal Endeavour in a range of modes, such as photo stories, oral presentations, reviews or reports – choose the style that best suits you and your area of interest!

Assessment Conditions

Your Personal Endeavour should be a maximum of 2000 words if written or a maximum of 12 minutes for an oral presentation, or the equivalent in multimodal form.

Your Personal Endeavour short cover two important parts:

1. An inquiry that is either research-based or practical-based. This should be based on the area of interest you have explored - ensure you have an outcome or conclusion for this section (3/4 of total evidence)
2. An explanation of the connections between your area of interest about Stage Production and the capability you selected.

The specific features being assessed are:

Application and Understanding

AU1 Understanding and development of knowledge, concepts, and skills in relation to the Program Focus.

AU3 Development and application of a chosen capability/or chosen capabilities

Inquiry, Analysis and Evaluation

IAE1 Exploration of relevant information, concepts and ideas, using a variety of sources

IAE2 Analysis of concepts, ideas and skills development from different perspectives

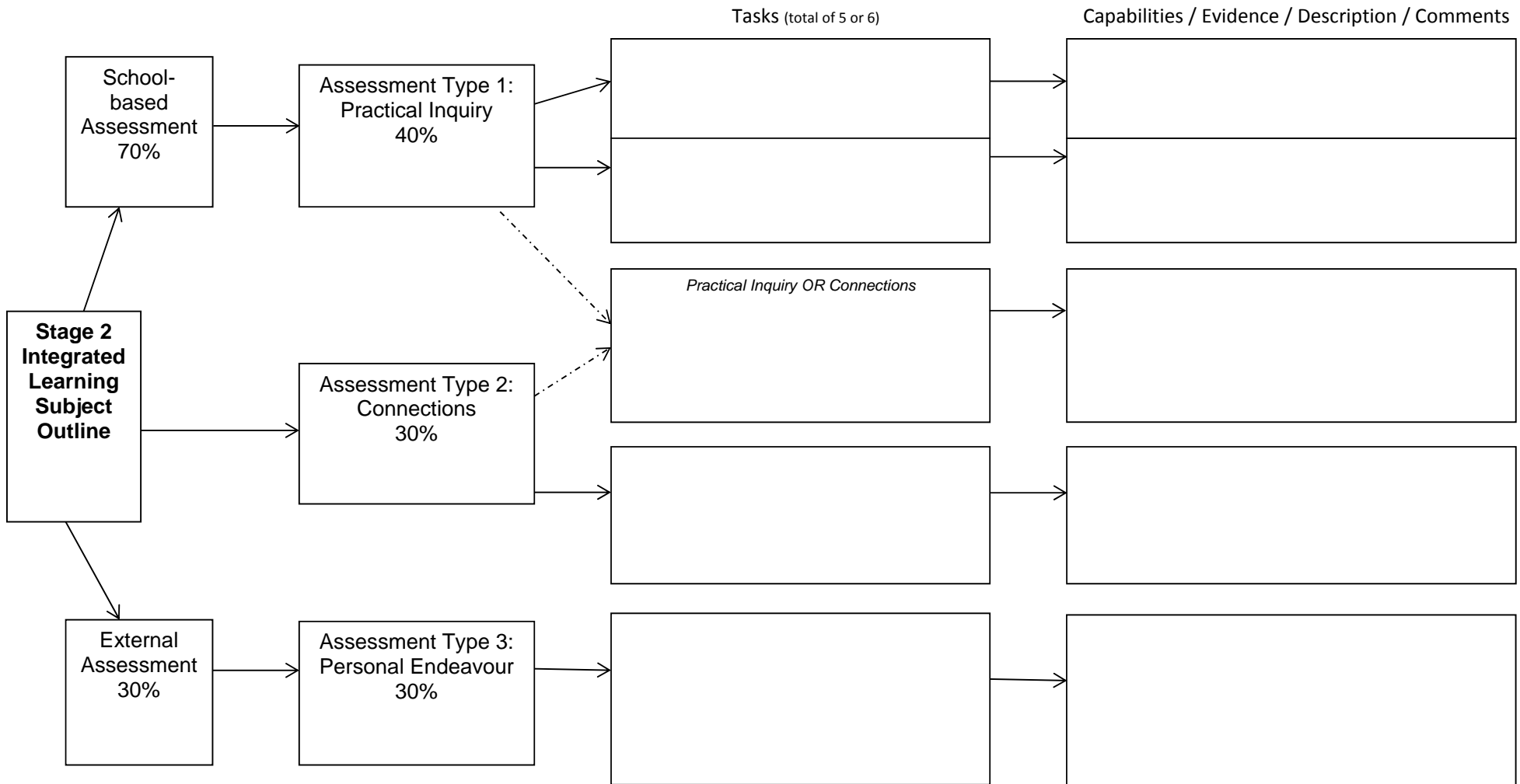
Communication and Collaboration

CC2 Communication of ideas and informed opinions

STAGE 2 INTEGRATED LEARNING – 20 CREDITS

Program Focus: _____

Capabilities Statement: _____
 (which ones, and how they will be incorporated)



Assessment Design Criteria and Specific Features

Stage 1 Integrated Learning

Application and Development

The specific features are as follows:

AD1 Development of knowledge, concepts, and/or skills in relation to the Program Focus

AD2 Application of range of knowledge, concepts and skills for a purpose

AD3 Development and application of a chosen capability or chosen capabilities.

Inquiry and Reflection

The specific features are as follows:

IR1 Exploration of relevant information, concepts and ideas

IR2 Reflection of the student's own learning through self-assessment and feedback from others

Collaboration and Communication

The specific features are as follows:

CC1 Collaboration with others

CC2 Communication of ideas and opinions

Performance Standards for Stage 1 Integrated Learning

	Application and Development	Inquiry and Reflection	Collaboration and Communication
A	<p>In-depth development of knowledge, concepts and skills.</p> <p>Thoughtful and consistent application of knowledge, concepts and skills for a purpose.</p> <p>Effective development and insightful application of a chosen capability/or chosen capabilities.</p>	<p>In-depth exploration of relevant information, concepts and ideas using more a variety of sources.</p> <p>In-depth reflection of the student's own learning through self-assessment and feedback from others.</p>	<p>Sustained and productive collaboration with others.</p> <p>Perceptive communication of ideas and opinions.</p>
B	<p>Some depth in development of knowledge, concepts and skills.</p> <p>Considered application of knowledge, concepts and skills for a purpose.</p> <p>Focused development and some insightfulness in application of a chosen capability/or chosen capabilities.</p>	<p>Some depth in exploration of relevant information, concepts and ideas using more a variety of sources.</p> <p>Some depth in reflection of the student's own learning through self-assessment and feedback from others.</p>	<p>Mostly productive collaboration with others.</p> <p>Some perceptive communication of ideas and opinions.</p>
C	<p>Competent development of knowledge, concepts and skills.</p> <p>Application of knowledge, concepts and skills for a purpose.</p> <p>Competent development and application of a chosen capability/or chosen capabilities.</p>	<p>Competent exploration of relevant information, concepts and ideas using a variety of sources.</p> <p>Reflection of the student's own learning through self-assessment and feedback from others.</p>	<p>Some effective collaboration with others.</p> <p>Generally considered communication of ideas and opinions.</p>
D	<p>Partial development of knowledge, concepts and skills.</p> <p>Some basic application of knowledge, concepts and skills, with some relationship to a purpose.</p> <p>Partial development and some basic application of a chosen capability/or chosen capabilities.</p>	<p>Identification and gathering of some relevant information from more than one source.</p> <p>Some acknowledgment of the student's own learning through self-assessment and feedback from others.</p>	<p>Occasional collaboration with others.</p> <p>Some description of ideas and/or opinions.</p>
E	<p>Attempted development of knowledge, concepts and skills.</p> <p>Attempted application of knowledge, concepts and skills with some attempted link to a purpose.</p> <p>Emerging development and attempted application of a chosen capability/or chosen capabilities.</p>	<p>Identification of information in one or more source, which may have some relevance.</p> <p>Emerging recognition of the student's own learning through self-assessment and feedback from others.</p>	<p>Some attempt to work collaboratively with others.</p> <p>Brief description of an idea or opinion.</p>

Excerpt from p17 of Board-accredited pre-edited draft Subject Outline

Stage 1 Integrated Learning
Assessment Type 1: Practical Exploration
Program Focus: Cultural Awareness



Purpose

To plan, promote and run one, or several, lunchtime activities for Harmony Day and demonstrate how you have developed your “Intercultural Understanding” capability, and to explain what you have learnt about yourself from your involvement in the Harmony Day activities.

Assessment Description

Part 1: Planning

- In groups of no more than 4, plan an activity (or activities) that can be run during lunchtime on Harmony Day.
- These activities should focus on helping other students at the school to understand the purpose of Harmony Day, why it is important, and show the cultural diversity of the school.
- Use the attached “Planning Sheet” to help record who is responsible for what, and hand this to the teacher at least two weeks before Harmony Day with a list of materials required for your activity.

Part 2: Promotion

- Design a poster, video, flier or some other form of promotional material that can be handed out or put up at least one week prior to Harmony Day.
- Write a short 100 word maximum description that can be put in the daily notices (send this to your teacher at least one week before Harmony Day)

Part 3: Run the Activity

- Take some photos or videos of your activity for your discussion (next assessment)

Part 4: Summary – due one week after Harmony Day

- Summarise how your activity went (max of 750 words).
 - Reflect on your own involvement (complete the “Self Assessment Sheet” as a start)
 - your work as part of a group (get another student to complete the “Peer Assessment Sheet” to help you with this)
 - the activity itself
 - how you developed your “Intercultural Understanding”

Part 5: Discussion

- This is a self-led discussion. You will have three minutes to answer the following questions during your discussion with your teacher:
 - What are you most proud of achieving in the practical exploration and why?
 - What was the biggest obstacle/issue you faced, and how did you overcome it?
 - What was the most valuable thing you learnt from the peer reflection you received?

- How have you developed your understanding of the “Intercultural Understanding” capability during the practical exploration?
- What would you do differently next time, and why?

At the end of the discussion, your teacher may ask one or two extra “unseen” questions if they feel that there is something more that they want to know.

The specific features being assessed are:

Application and Development

AD1 Development of knowledge, concepts, and/or skills in relation to the Program Focus

AD2 Application of range of knowledge, concepts and skills for a purpose

Inquiry and Reflection

IR1 Exploration of relevant information, concepts and ideas

Collaboration and Communication

CC1 Collaboration with others



Source:
www.harmony.gov.au
 (used with permission)

Planning Sheet

Group Members: _____

Group Decisions...

What activity was chosen? Outline what the overall activity is:

Who will do what tasks?

Task (detail what is required)	Who is doing it?

What materials/resources will you require? List them below:

Item	Quantity Required	Approx. Cost

Self Assessment Sheet

Provide the following feedback about your own involvement in the planning and carrying out of your practical. Add any comments that you can.

1. I had a clear plan in my head of what I/the group wanted to achieve:

Not at all Sort of Mostly Definitely

2. I/we used my time productively:

Not at all Sort of Mostly Definitely

3. I/we were able to overcome difficulties and adapt our plan when things went wrong:

Not at all Sort of Mostly Always

4. My/our communication skills were:

Below Average Good Excellent

5. Overall, I am pleased with what I achieved for my part in the practical exploration:

Not at all Sort of Mostly Definitely

6. I have a better understanding now of the "Intercultural Understanding" capability than I did at the start of the practical exploration:

Not at all Sort of Mostly Definitely

Peer Assessment Sheet

Group Member Name: _____ Assessor Name: _____

1. Contribution to initial planning and design of the activity.

Below	Average	Good	Excellent
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2. Contribution and attitude while doing the activity (time management, skills, knowledge etc)

Below	Average	Good	Excellent
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3. Contribution to identification of problems and or suggestion of improvements.

Below	Average	Good	Excellent
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4. Working as part of a team? (include any feedback on how they could work better as part of a team).

Below	Average	Good	Excellent
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5. Any other comments or feedback about this person's involvement with the Practical Exploration?

Stage 1 Integrated Learning

Assessment Type 2: Connections

Program Focus: Media Studies

Gender stereotypes in family sitcoms

Capability – Intercultural understanding

Purpose: Students analyse how the 'Family' has been represented through television sitcoms over time. They will take note of how the characters are represented, in particular the Gender stereotypes.

Research : In pairs or individually, students will choose an era to focus on (from the 1950s to present day) they will then **conduct interviews/make connections** with individuals that grew up in that particular era in order to develop an understanding of the society and significant events that impacted on how each gender operated at the time.

Students will then choose a 'family sitcom' from the same era and examine the way that men and women are represented and what that says about the era they are set.

Assessment Conditions:

Part 1 - Presentation 5-7 mins of findings, including background information of era, reference to the interviews and clips from shows to support your findings.

Some options to present your findings:

- TV show review –couch time etc.
- Presentation to a senior school film club
- Live radio show.

Part 2 - Reflection: max 500 words or included as part of presentation.

- What can we learn about gender and the era it is set, from family sitcoms?
- How important is it to make connections with others from past eras and what can be learnt about culture and society?
- How has the capability of 'Intercultural understanding' been developed?

The specific features being assessed are:

Application and Development

AD1 Development of knowledge, concepts, and/or skills in relation to the Program Focus

AD3 Development and application of a chosen capability/or chosen capabilities.

Inquiry and Reflection

ER1 Exploration of relevant information, concepts and ideas

Collaboration and Communication

CC1 Collaboration with others

CC2 Communication of ideas and opinions

Stage 1 Integrated Learning

Assessment Type 3: Personal Venture

Program Focus: Student Leadership

Purpose

The purpose of this task is for you to explore an area of leadership that is of interest to you. You will need to select one capability to be developed within your Personal Venture. The capability does not need to be one already selected in other assessments.

Assessment Description

Throughout the course, several aspects of leadership have been discussed. Choose an area of leadership you would like to explore further. The Personal Venture can be research-based or practical-based, or a combination of these.

Example of a **Research-based Personal Ventures** relating to leadership:

- **The Science of Decision-Making (Possible capability: Ethical Understanding or Intercultural Understanding)**
 - In this inquiry, you may want to research how people make decisions, how groups make decisions, and what economics and psychology tell us about decision-making. You may look at how different groups of people make decisions differently, and consider questions such as, when should people not be held responsible for the consequences of their decisions?

Example of a **Research and Practical-based Personal Venture** relating to leadership:

- **What is the most appropriate leadership-development activity/program for Primary School students to engage with? (Possible capability: Critical and Creative Thinking)**
 - In this inquiry, you may research different types of existing youth leadership programs; and discuss needs of students with teachers and principals.
 - For the practical component, you may plan and implement a short workshop for local Primary School students to introduce them to a key aspect of leadership.

Assessment Conditions

You will need to produce a short, filmed documentary that creatively responds to the following questions:

- What was the outcome of your Personal Venture?
- Summarise the information, concepts and ideas you have now understood as a result of your Personal Venture.
- How did this Personal Venture extend your knowledge of, and skills in Effective Leadership?
- In what ways did this research and/or practical activity assist your development of the selected capability?

You may also negotiate to present your reflection as a live play, using your historic narrative to immerse the audience into the experience of your Personal Venture.

Total length of documentary or performance should be no more than 6 minutes.

The specific features being assessed are:

Application and Development

AD1 Development of knowledge, concepts, and/or skills in relation to the Program Focus

AD3 Development and application of a chosen capability/or chosen capabilities.

Inquiry and Reflection

ER1 Exploration of relevant information, concepts and ideas

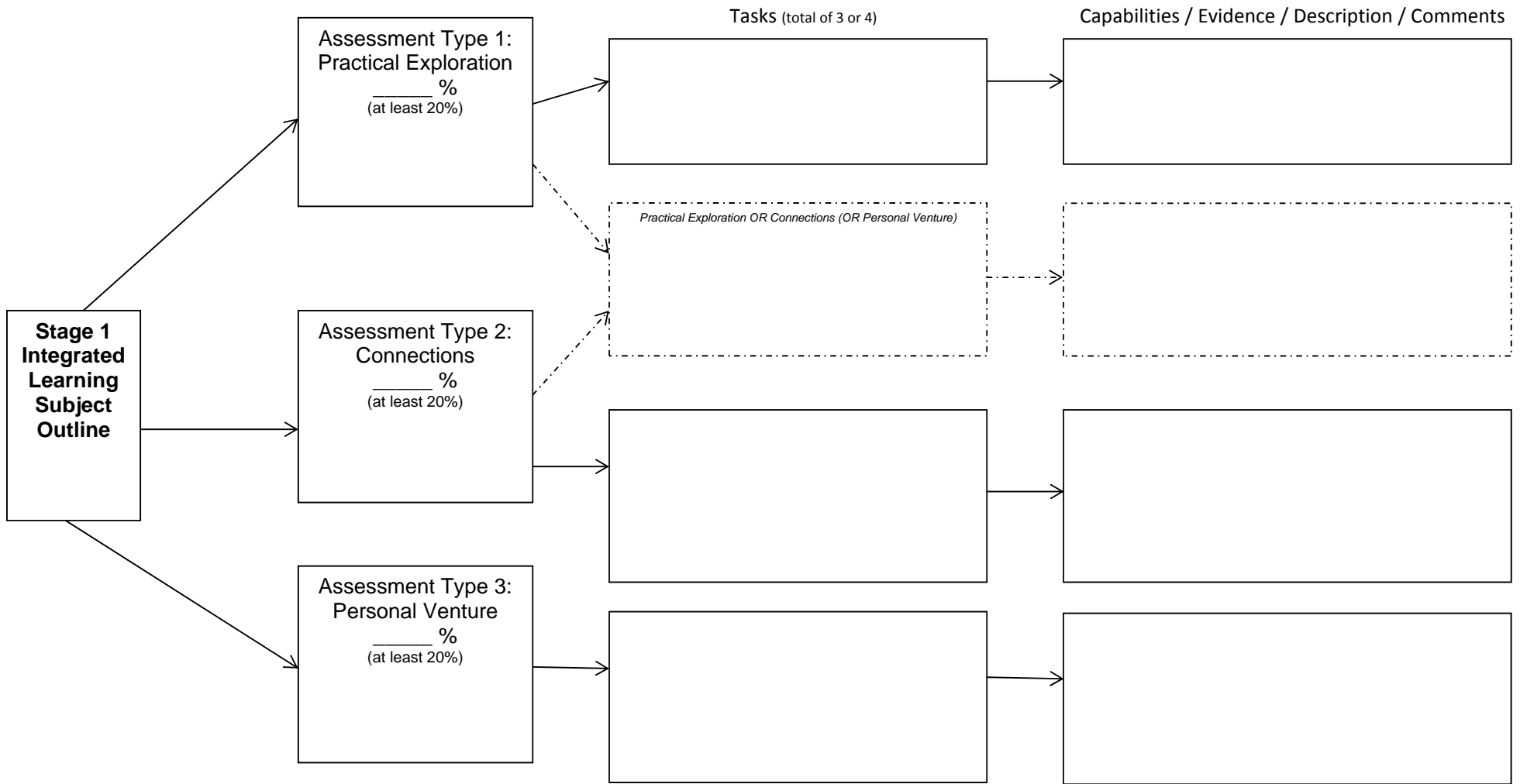
Collaboration and Communication

CC2 Communication of ideas and opinions

STAGE 1 INTEGRATED LEARNING – 10 CREDITS

Program Focus: _____

Capabilities Statement: _____
(which ones, and how they will be incorporated)



Stage 1 Integrated Learning Assessment Overview

Program Focus (e.g. outdoor activities, cultural program) **Media Studies**

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 and Weighting	Details of assessment	Assessment Design Criteria			Assessment conditions (e.g. task type, word length, time allocated, supervision)
		AD	IR	CC	
Assessment Type 1: Practical Exploration Weighting 30%	<p>Power of advertising</p> <p>After viewing documentaries including 'Merchants of cool' and 'Commercialisation of kids' and taking notes regarding how advertising targets teens and children, students are required to choose two Advertising Techniques to focus their inquiry. Areas of interest might include: Cross promotions, Product placement, Creating lifelong consumers, Market research/consumer science, Gender specific products, Celebrity endorsements etc.</p> <p>Students will explore their chosen Advertising technique and use their new knowledge to present information to class. Students will then create an advertising campaign highlighting one of their techniques. All ads should include a clear concept, logo, persuasive language, and convince the audience to buy the product.</p>	1,2	1	2	<p>Students submit:</p> <ul style="list-style-type: none"> - 600 word/4 min oral report with references to documentary and other sources with definition of advertising techniques, how it works with examples. - Advertising campaign may be presented multimodal form –7eg. Print media, film, radio.
	<p>Vlogs Capability – ICT, Literacy</p> <p>Students learn what it means to be a Vlogger and the potential influence they have on their viewers. Students will view documentaries – 'Youtube revolution' and 'Rise of the superstar vlogger' They learn about the history of youtube and how much power it now has in our society. Students learn the digital media and editing techniques used by vloggers in order to create their own. Students must show that they have watched and understood the style, purpose and structure of well-known Vlogs.</p> <p>Discussion: Students work to keep a weekly vlog – with at least 5 submissions over the semester. These vlogs will be used as a means to answer teacher posed questions relating to the program focus, the concept of Vlogging and chosen capabilities of ICT and literacy.</p> <p>Students will have an opportunity to view each other's vlogs and to give supportive peer assessment on ways to improve. Students will include in their reflection, discussion about how they have developed and applied their ICT and/or Literacy capability.</p>	2,3	1, 2	2	<p>Students submit:</p> <ul style="list-style-type: none"> - Analysis of 4 different vloggers looking at: opening sequence, Content, Language Editing techniques, purpose, structure, audience. - Notes from research including reference to documentaries - Discussion: 5 x3 min vlogs <p>These vlogs will include: Evidence of self and peer assessment and improvement of media techniques. Reference to and reflection of how the Literacy and ICT capability has been used throughout.</p>

Assessment Type 2: Connections Weighting 40 %	Gender stereotypes – Family Sitcom Capability – Intercultural understanding Students analyse how the ‘Family’ has been portrayed through television sitcoms over time. They will take note of how the characters are represented, in particular the Gender stereotypes. Students will choose an era to focus on (from the 1950s to present day). They will then conduct interviews/make connections with individuals that grew up in that particular era in order to develop an understanding of the society and significant events that impacted on how each gender operated at the time. They will then choose a ‘family sitcom’ from the same era and examine the way the men and women are represented and what that says about the era they are set. Students will consider the capability of ‘intercultural understanding’ with focus on the culture of chosen era.	1,3	1	1,2	Students submit: <ul style="list-style-type: none"> - 5–7 min presentation of findings, including background information found from interviews, with clips from television shows to support your findings on how gender is represented in chosen era. - Reflection 300–500 words on new understanding of chosen era and development and connection to capability.
	Youth radio Students will tour a local radio station and meet with host to learn the basics of radio broadcast. Students will then work in groups of 2-4 to develop their own ‘1 hour youth radio’ show. Students will consider theme, content, song choice and have a basic script prepared. Students will then host their radio show over the course of a school lunch time. Students will receive feedback from their co-hosts related to their ability to collaborate and communicate their ideas, and members of the school community on the success of their radio show.	2	2	1	Students will submit: <ul style="list-style-type: none"> - Planning of radio show and script - Evidence of self and peer assessment - Reflection 300-500 words explaining their development of new skills and discussion of their abilities to collaborate.
Assessment Type 3: Personal Venture Weighting 30%	Film making - Raising awareness Capability – Ethical understanding In groups or individually students will make a 3 minute video about an aspect of ‘Teen life’ that is a potential issue. Students will consider their capability and show an ethical understanding of how their peers are impacted by certain aspects of ‘teen life’. Students will research a chosen issue, find how it is impacting their peers and look for potential solutions, to be presented in their film. Students should consider film techniques, such as lighting, camera angles, symbols and script in order to persuade their audiences and create awareness of the chosen issue. The video should make audiences ‘think’ and ‘feel.’ Possible topics to consider: Binge drinking, Cyberbullying, body image, Misuse of social media, Phone addiction, Gaming addiction, smoking, drug use.	2,3	1	1,2	Students will submit: <ul style="list-style-type: none"> - Evidence of research – may include: interviews, surveys, online research - Storyboard and planning of film eg. Script, meeting notes etc. - 3 minute film - 500-700 Reflection exploring the link between the capability of ‘ethical understanding’ and how they then worked to present this in the medium of film. The various techniques used to bring awareness and the importance of doing so.

Three or four assessments for a 10-credit subject. Five or six assessments for a 20-credit subject.
 Please refer to the Draft Stage 1 Integrated Learning subject outline.

Stage 1 Integrated Learning Assessment Overview

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 and Weighting	Details of assessment	Assessment Design Criteria			Assessment conditions (e.g. task type, word length, time allocated, supervision)
		AD	IR	CC	
Assessment Type 1: Practical Exploration Weighting 40%	<p>Harmony Day Organisation and Discussion</p> <p>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.</p> <p>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.</p>	1,2,3	1,2	1,2	<p>Summary should be no more than 750 words in length and include the following:</p> <ul style="list-style-type: none"> - 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%	<p>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.</p>	2	1	1,2	<p>3-5 minute video, done during class time over a 5 week period. Relevant research and notes should accompany the video.</p>
Assessment Type 3: Personal Venture Weighting 30%	<p>Personal Venture – 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.</p>	1,3	1	2	<p>Max of 750 words or 5 mins multimodal (not including bibliography), 5 weeks to complete.</p>

Three or four assessments for a 10-credit subject. Five or six assessments for a 20-credit subject.
Please refer to the Draft Stage 1 Integrated Learning subject outline.

Stage 2 Integrated Learning Assessment Overview

Program Focus (e.g. outdoor activities, cultural program) Sport, Health and Physical Activity.

Complete the table below to show details of the planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all assessment design criteria.

Assessment Type and Weighting	Details of assessment	Assessment Design Criteria			Assessment conditions (e.g. task type, word length, time allocated, supervision)
		AU	IAE	CC	
Assessment Type 1: Practical Inquiry (40%)	<p>TOUCH FOOTBALL: Students demonstrate application and development of their knowledge, concepts and skills in touch football by undertaking a number of practical inquiry activities. Students will complete an evidence-based PowerPoint outlining key skills, rules and tactics of touch football. Students will include video footage, photos and feedback from peers to critique their performance. They will undertake a final reflection and address how they have developed one or more capabilities in relation to touch football.</p>	1,2,3	3	1	<p>Interactive PowerPoint presentation. Self-assessment informed by feedback from peers. Written Reflection Allocated Time: 6 Weeks</p>
	<p>SAILING: Students demonstrate application and development of their knowledge, concepts and skills in sailing by undertaking a number of practical inquiry activities. They attend a 3-day sailing camp where they have opportunities to demonstrate their initiative, leadership and collaboration, and develop their Critical and Creative Thinking capability. Students complete pre-camp research document outlining key terms, knowledge and language needed for sailing, as well as investigation into different types of sail-boats. On camp, individual video interviews/ discussions will be conducted providing evidence of learning, safety, and development of Critical and Creative Thinking. At conclusion of camp, students will evaluate the instructors feedback, and evaluate their own learning.</p>	1,2,3	3	1	<p>Written 400 words pre-camp preparation and key terms. Video interviews and photos of learning, safety and observation self-assessment checklist and feedback from Aquatic Instructors at Murraylands Aquatics Centre. Allocated Time: 3 Weeks</p>
	<p>BASKETBALL: Students demonstrate application and development of their knowledge, concepts and skills in basketball by designing, undertaking and evaluating a class Basketball Tournament. Students will work collaboratively in teams during the tournament and individually complete a Tournament Booklet. The booklet should outline their learning about basketball, the tournament and provide evidence of team evaluation.</p>	1,2,3	3	1	<p>Tournament Booklet including general organisation, results and team and self-Assessment. Allocated Time: 6 Weeks.</p>

Assessment Type and Weighting	Details of assessment	Assessment Design Criteria			Assessment conditions (e.g. task type, word length, time allocated, supervision)
Assessment Type 2: Connections (30%)	COACHING: Students collaborate in small groups to plan and implement a coaching unit of a chosen sport/ activity to be undertaken with a Year 8 PE class. Students explore coaching techniques by participating in the AIS Community Coaching Online Course to assist in their coaching preparation. They plan, organise, implement and evaluate the entire unit. Each student is responsible for the delivery of one 45 minute lesson and provides feedback to another group member. Students individually complete a written reflection and discuss how they have developed their Personal and Social Capability through collaboration.	2,3	1,2,3	1,2	Coaching Booklet including planning, organisation, implementation and self/ peer/ teacher evaluation. AIS Online Coaching Course Certificate of completion. Allocated Time: 5 weeks
	PINK STUMPS DAY: Students will nominate to be part of one of the following class committees to host a Pink Stumps Cricket Day for students within the school while supporting The McGrath Foundation Charity. 1. Promote, 2. Fundraise, 3. Organise. Each committee has specific responsibilities which include connection and collaboration with organizations, community and school. Committees meetings will take place one lesson a week for communication and organization. At the conclusion of the event students individually complete a self-assessment and evaluation including their development of a chosen capability through collaboration.	3	1,2,3	1,2	Folio of evidence of their contribution to the committee including meeting journals/ notes, photos, copies of emails and phone calls. Written self-assessment and evaluation: 400 words. Allocates Time: 5 weeks
Assessment Type 3: Personal Endeavour (30%)	6 WEEK FITNESS AND NUTRITION PROGRAM: Students investigate, design and implement an individual program based on smart goals with formal advice from a professional in the industry (personal trainer, coach, physiotherapist, nutritionist etc.). Students research and analyse the benefits and drawbacks of selected training/ weights programs, nutrition and how to identify success rates. Students select either Critical and Creative Thinking or Personal and Social Capability and explore the link between their chosen capability and the program they have undertaken. At conclusion of the program students identify results in graphs and conclude with an evaluation.	1,3	1,2	2	2000 word written report. Allocated Time: 7 weeks

Three or four assessments for a 10-credit subject. Five or six assessments for a 20-credit subject.

Please refer to the Stage 2 Integrated Learning subject outline.

Stage 2 Integrated Learning Assessment Overview

Program Focus (e.g. outdoor activities, cultural program) **Urban Art**

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 and Weighting	Details of assessment	Assessment Design Criteria			Assessment conditions (e.g. task type, word length, time allocated, supervision)
		AU	IAE	CC	
Assessment Type 1: Practical Inquiry (40%)	The implications of illegal urban art. Students are to research the implications that graffiti has on the both the individual and the community. They will work with SAPOL, local government and community agencies. Students will be required to develop a teaching tool for adolescents who may or may not be involved in graffiti. Students are to consider their Ethical Understanding capability, feedback from others, and their own self-assessment to submit evidence in a format of their choosing that demonstrates evaluation of their learning.	AU1 AU2	IAE1 IAE2 IAE3	CC2	<ul style="list-style-type: none"> • Evidence of research • Development of teaching tool • Self-assessment and feedback from others • Evaluation of own learning – blog, journal , PowerPoint etc.
	The use of urban art in merchandising. Students will be working with the event ‘Groovin the Moo’ to develop ideas for merchandising for the music festival. This will involve developing a folio of designs, developing prototypes of merchandise, considering target audience and gaining feedback on designs. Students individually select a capability that is most relevant to their undertaking of this task, and consider how they have developed and applied this capability. They also consider feedback from others and their own self-assessment to submit evidence in a format of their choosing that demonstrates evaluation of their learning.	AU1 AU2 AU3	IAE1 IAE2 IAE3	CC1	<ul style="list-style-type: none"> • Folio of designs • Self-assessment and feedback from others • Evaluation of own learning – blog, journal, PowerPoint etc.
	Community artwork: Students will be working with a range of community organisations to develop community artworks. They investigate opportunities in the local community and develop an artwork after the initial brief from the client. Students individually select a capability that is most relevant to their undertaking of this task, and consider how they have developed and applied this capability. They also consider feedback from others, and their own self-assessment. They submit their evidence in a folio of design ideas and a multimodal presentation. <i>A discussion will be held at the culmination of the Practical Inquiry activities. Video evidence will be included.</i>	AU2 AU3	IAE1 IAE2 IAE3	CC1 CC2	<ul style="list-style-type: none"> • Self-assessment and feedback from others • a multimodal presentation to show evidence of learning • a folio of design ideas

Assessment Type and Weighting	Details of assessment	Assessment Design Criteria			Assessment conditions (e.g. task type, word length, time allocated, supervision)
Assessment Type 2: Connections (30%)	Groovin The Moo Art Work Students will be working with Cattleyard productions and a range of artists to design and gain approval for scrim art to be used at a national music festival. They will coordinate, plan and participate in spraying at the music festival. Tasks will include negotiating with community groups, pricing, budgeting establishing and planning the artwork and catering. Receiving feedback from others and undertaking self-assessment is integral to the process. Students consider their Personal and Social capability and consider how they have developed and applied this capability. They submit their evidence in an annotated photo journal.	AU1 AU2 AU3	IAE1 IAE2 IAE3	CC1 CC2	<ul style="list-style-type: none"> Evidence of design process Evidence of individual contribution to task e.g. blog, journal, video etc. Self-assessment and feedback from others PowerPoint presentation Photo journal including personal analysis and connection with capabilities
Assessment Type 3: Personal Endeavour (30%)	Students individually select an area of the Urban Art program that is of interest to them. They will explore and analyse relevant information, concepts, ideas and/or skills, and communicate their ideas and opinions about them. Student select one capability and explore the link between the capability and the area of interest they have chosen. They present their Personal Endeavour in two parts: <ul style="list-style-type: none"> An inquiry, that is either research/practical based and has on outcome or conclusion (recommended ¾ of total evidence) An explanation of the connections between the area of interest and the capability selected (recommended ¼ of total evidence) 	AU1 AU3	IAE1 IAE2	CC2	<ul style="list-style-type: none"> Assessed individually A maximum of 2000 words if written or a maximum of 12 minutes for an oral presentation, or the equivalent in multimodal form

Three or four assessments for a 10-credit subject. Five or six assessments for a 20-credit subject.
 Please refer to the Stage 2 Integrated Learning subject outline.

Stage 2 Integrated Learning Assessment Overview

Program Focus (e.g. outdoor activities, cultural program) ***'Industry Enterprise'***

Complete the table below to show details of the planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all assessment design criteria.

Assessment Type and Weighting	Details of assessment	Assessment Design Criteria			Assessment conditions (e.g. task type, word length, time allocated, supervision)
		AU	IAE	CC	
Assessment Type 1: Practical Inquiry (40%)	<p>Task One: 'Managing a Small Business' <i>Students Interview a small business owner about the knowledge, skills and characteristics required to run a small business.</i></p> <ol style="list-style-type: none"> 1. Students report their findings back to the class group in the form of an Oral Presentation. Students submit a transcript and slide show to support this process. 2. Students consider feedback from others about their presentation. 3. Students complete an evaluation in which they analyse their learning and progress in learning. They review feedback, analyse their preparation and performance, recommend possible improvements and make connections between the practical task, the program focus and their Personal and Social capability. 	AU1, AU2, AU3	IAE1, IAE2, IAE3	CC2	<p>Students are allocated 4 weeks.</p> <p>The Oral presentation can be a maximum of 6 minutes.</p> <p>Students are allocated 1 week to complete the evaluation (500 words maximum or the equivalent in oral or multimodal form.)</p>
	<p>Task Two: 'Workplace Documents' <i>Students conduct research in order to develop their knowledge, concepts and skills of effective Workplace Documents. Students design a range of Workplace documents appropriate for the school's Hair & Beauty Salon:</i></p> <ol style="list-style-type: none"> 1. Business Card 2. Customer Feedback Form with Letterhead 3. Products and Services Brochure 4. Students will collect peer feedback on the documents they produce and include evidence of this. 	AU1, AU2, AU3	IAE1, IAE2, IAE3	CC2	<p>Students are allocated 3 weeks.</p> <p>The task will be carried out over one double lesson.</p> <p>Students are allocated 1 week to complete an evaluation (500 words maximum or the equivalent in oral or multimodal form.)</p>

Assessment Type and Weighting	Details of assessment	Assessment Design Criteria			Assessment conditions (e.g. task type, word length, time allocated, supervision)
		AU	IAE	CC	
	<p>5. Students individually select a capability that is most relevant to their own undertaking of this task. They complete an evaluation in which they analyse their learning and progress in learning. They need to review feedback, analyse their preparation and performance, recommend possible improvements and make connections with their chosen capability.</p>				
	<p>Task Three: 'Workplace Health & Safety' <i>Students complete the Hairdressing Passport to Safety and then complete the following tasks:</i></p> <ol style="list-style-type: none"> 1. Based on the knowledge students have developed through the Passport to Safety, and through consultation with industry professionals, students design a Workplace Health & Safety Document for the school Salon (brochure, poster etc.) outlining the key points of consideration for students using that workspace. 2. Students collect feedback from others about their Workplace Health and Safety document. 3. Students individually select a capability that is most relevant to their own undertaking of this task. They complete an evaluation in which they analyse their learning and progress in learning. They need to review feedback, analyse their preparation and performance, recommend possible improvements and make connections with their chosen capability. <p><i>A discussion will be held at the culmination of the Practical Inquiry activities. Video evidence will be included.</i></p>	<p>AU1, AU2, AU3</p>	<p>IAE1, IAE2, IAE3</p>	<p>CC2</p>	<p>Students are allocated 3 weeks to complete the Passport to Safety and parts 1 and 2 of the assessment.</p> <p>Students complete an Evaluation (500 word maximum or the equivalent in oral or multimodal form.)</p> <p>Students are allocated 1 week to complete the Evaluation.</p>

Assessment Type and Weighting	Details of assessment	Assessment Design Criteria			Assessment conditions (e.g. task type, word length, time allocated, supervision)
Assessment Type 2: Connections (30%)	<p>Task One: ‘Senior Citizens Village Visits’ As a class group and in collaboration with local Aged Care Workers, students will make regular visits to the local Senior Citizens Village to work with the elderly citizens.</p> <ol style="list-style-type: none"> Students will provide services to the elderly citizens including, but not limited to the following: <i>hair washing & massage, hand massage and nail care, foot massage & foot care, skin care.</i> Students will provide evidence of the skills, knowledge and concepts that have been developed and applied (e.g. notes, checklists, action plans etc.) Students will provide evidence of the visits in the form of photos with captions. Students will provide evidence of feedback from others, including from customer and peers.. Students will individually complete an evaluation in which they evaluate their learning as a result of their collaboration, and consider self-assessment, feedback from others, and development of a relevant capability. 	AU1, AU2, AU3	IAE3	CC1, CC2	<p>Students will allocate one lesson a week for planning and preparation for the visits and will collate the evidence of this throughout the year.</p> <p>Visits will occur 2-3 times per Term in Terms One, Two & Three.</p> <p>Students are allocated 1 week at the start of Term Four to complete the reflection (500 words maximum or the equivalent in oral or multimodal form.)</p>
	<p>Task Two: ‘Make Me Over’ As a collaborative class group, students will prepare for and carry out a ‘Make Over’ Day for a group of women from the local community.</p> <ol style="list-style-type: none"> Students will provide evidence of skills, knowledge and concepts that have been developed and applied. (eg. Notes, Checklists, timelines, action plans, invitations etc.) Students will provide evidence of the task in the form of photos with captions. Students will provide evidence of peer feedback, customer feedback and assessment. Students will individually complete an evaluation in which they evaluate their learning as a result of their collaboration, and consider self-assessment, feedback from others, and development of a relevant capability. 	AU1, AU2, AU3	IAE3	CC1, CC2	<p>Students are allocated 3 weeks to develop the skills, knowledge and concepts needed to plan and prepare for the task.</p> <p>The task will be carried out during a session negotiated with the teacher. It may occur in a single session or a series of sessions.</p> <p>Students are allocated 1 week to complete the reflection (500 words maximum or the equivalent in oral or multimodal form.)</p>

Assessment Type and Weighting	Details of assessment	Assessment Design Criteria			Assessment conditions (e.g. task type, word length, time allocated, supervision)
Assessment Type 3: Personal Endeavour (30%)	<p>Students select an area of interest related to the program focus as their Personal Endeavour and explore this through inquiry. It can be Research or Practical.</p> <p>Students select one capability to be developed within their Personal Endeavour, exploring the link between the capability and their area of interest.</p> <p>They present their Personal Endeavour in two parts:</p> <ul style="list-style-type: none"> • an inquiry, that is either research/practical-based and has an outcome or conclusion (recommend ¾ of total evidence) • an explanation of the connections between their area of interest and the capability selected (recommend ¼ of the total evidence) 	AU1, AU3	IAE1, IAE2	CC2	<p>The Personal Endeavour should be a maximum of 2000 words if written or a maximum of 12 minutes for an oral presentation, or the equivalent in multimodal form.</p> <p>Students will be allocated one double lesson over a 20 week period to complete the Personal Endeavour.</p>

Three or four assessments for a 10-credit subject. Five or six assessments for a 20-credit subject.
Please refer to the Stage 2 Integrated Learning subject outline.

Stage 1 Integrated Learning Assessment Overview

Program Focus (e.g. outdoor activities, cultural program) _____

Complete the table below to show details of the planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all assessment design criteria.

Assessment Type and Weighting	Details of assessment	Assessment Design Criteria			Assessment conditions (e.g. task type, word length, time allocated, supervision)
		AD	IR	CC	
Assessment Type 1: Practical Exploration					
Weighting %					
Assessment Type 2: Connections					
Weighting %					
Assessment Type 3: Personal Venture					
Weighting %					

Three or four assessments for a 10-credit subject. Five or six assessments for a 20-credit subject.
Please refer to the Draft Stage 1 Integrated Learning subject outline.

Stage 2 Integrated Learning Assessment Overview

Program Focus (e.g. outdoor activities, cultural program) _____

Complete the table below to show details of the planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all assessment design criteria.

Assessment Type and Weighting	Details of assessment	Assessment Design Criteria			Assessment conditions (e.g. task type, word length, time allocated, supervision)
		AU	IAE	CC	
Assessment Type 1: Practical Inquiry (40%)					

Assessment Type and Weighting	Details of assessment	Assessment Design Criteria			Assessment conditions (e.g. task type, word length, time allocated, supervision)
Assessment Type 2: Connections (30%)					
Assessment Type 3: Personal Endeavour (30%)					

Three or four assessments for a 10-credit subject. Five or six assessments for a 20-credit subject.
Please refer to the Stage 2 Integrated Learning subject outline.