# Pre-approved Learning and Assessment Plan

Stage 2 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) |
|  |  |  |  | **2** | **I** | **L** | **A** | **20** |  |

Addendum – changes made to the pre-approved learning and assessment plan

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| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:  what changes have been made to the plan   * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Integrated Learning – 20 credits

**Program Focus** (e.g. outdoor activities, cultural program): Sport and Community

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 Inquiry – weighting 40%

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| AU | IAE | CC |
| **Club/community sport:**  Students demonstrate application and development of their knowledge, concepts and skills in Club/community sport by undertaking a number of practical inquiry activities.  Students will complete an evidence-based PowerPoint outlining key skills, rules and tactics of Club/community sport:  Students will include video footage, photos, blog/journal/ and/or logbook and feedback from peers and other to critique their performance. They will create a presentation of their participation in club sport and undertake a final reflection and address how they have developed one or more capabilities in relation to Club/community sport: | 1,2,3 | 3 | 1 | Power point presentation to a middle school class (3mins or 400 words)  and  Evaluation (400 words or a 3minute presentation) including all the evidence indicated.  Time allocated: 6 weeks |
| **Participation in: touch football or swimming carnival or sports day**  Students demonstrate application and development of their knowledge, concepts and skills in one activity by undertaking a number of practical inquiry activities. They participate in the activity where they have opportunities to demonstrate their initiative, leadership and collaboration, and develop their Critical and Creative Thinking capability.  Students complete research into the chosen activity to include history, equipment used and benefits to the community. During the event(s) interviews/ discussions will be conducted providing evidence of learning, safety, and development of Critical and Creative Thinking. At conclusion of the event(s) students reflect and evaluate their own learning in an interview or written reflection. | 1,2,3 | 3 | 1 | 400 word pre camp evidence based report.  A 3 minute videoed interview simulating a sports journalist interview evaluating final performance or a 400 written evaluation to include all evidence as indicated.  Time allocated: 8 weeks |
| **Netball or Occupational Health & Safety Audit of their club sport**  Students demonstrate application and development of their knowledge, concepts and skills in basketball by designing, undertaking and evaluating a class Netball Tournament.  Students will work collaboratively in teams during the tournament and individually complete a Tournament Booklet. The booklet should outline their learning about Netball. The tournament and provide evidence of team evaluation.  **Or**  Students demonstrate their understanding of safe work practices by undertaking a work health and safety audit and basic first aid skills. Analysing the safety of Club Sport and investigating best practices for risk management. They will reflect on the benefits of understanding safe work practices and how this knowledge will help them in employment. | 1,2,3 | 3 | 1 | Competition booklet  Time allocated: 6 weeks  **Or**  Completed Work place OH&S audit for sporting areas and reflection.  First Aid Basic Skills book and practical. Photo evidence.  Time allocated: 6 weeks |

Assessment Type 2: Connections – weighting 30%

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| AU | IAE | CC |
| **Option # 1**  Students participate in a role in their club for a season. They analyse their initial performance and reflect on improvements made throughout the season (including completing relevant courses/qualifications) in relation to a chosen capability(s). Students analyse the importance of clubs in a community and their chosen role within the club.  **Club based project examples include:** Coaching, Umpiring/refereeing, Committee member, Grounds  **Evidence required;**  Video, Photos, Qualifications/certificates, Log books, Peer/self/teacher-reflections, Mentor reflections  **OR**  **Option # 2**  Students plan, implement and reflect on a community based program (local primary school, for the school community, for the wider community). They analyse their initial performance and reflect on improvements made throughout the project (including completing relevant courses/qualifications) in relation to a chosen capability(s).  **Community based project examples below:** A regular fitness class for a junior primary class, a lunchtime competition for year 8s, a Sports Day | 2,3 | 1,2,3 | 1,2 | 500 word evaluation or 3.5minute oral discussion  Folio of evidence  Evidence:Video, Photos, Qualifications/certificates, Log books, Peer/self/teacher-reflections, Mentor reflections  Allocated Time: Equivalent of 6 weeks (part season length) |

Assessment Type 3: Personal Endeavour – weighting 30%

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| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| External assessment | **Option # 1**  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.  **OR**  **Option # 2**  Students plan, implement and reflect on a community based program. They analyse their initial performance and reflect on improvements made throughout the project (including completing relevant courses/qualifications) in relation to a chosen capability(s).  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.  Club based project examples below;  Coaching, Umpiring/refereeing, Committee member, Grounds  Community based project examples below;  A regular fitness class for a junior primary class, a lunchtime competition for year 8s, a sports day  Evidence required: Video, Photos, Qualifications/certificates, Log books, Peer/self/teacher-reflections, Mentor reflections  Maximum 12 minutes multimodal or oral presentation or 2000 words written. |

*Five or six assessments.**Please refer to the Stage 2 Integrated Learning subject outline.*

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