# Pre-approved Learning and Assessment Plan

Stage 2 Cross-disciplinary Studies

Pre-approved learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **2** | **C** | **X** | **D** | **20** |  |

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

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

Endorsement

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

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| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Cross-disciplinary Studies – 20 credits

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type 1: Commentary – weighting 30%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| KU | A | AE | IC |
| Food and nutrition  Part A  Working in pairs, students research and discuss their changing food requirements using a range of sources. They identify and analyse factors that impact on their eating habits. They choose two low cost meals to prepare that meet their nutritional needs.  As individuals, students prepare an action plan that comments on relevant issues, justification of choice and preparation strategies.  In pairs, students prepare and present a nutritious meal for their age, taking into consideration portion size, nutritional guidelines, cost, texture, and taste. They demonstrate their ability to use technology, implement safe management practices and apply their knowledge.  An observation checklist is used for self and peer-assessment of the preparation and presentation of the meal (their own and/or others).  Part B  Students individually evaluate what they have learnt about disciplines related to nutrition, eating habits and food preparation as well as their communication capability and personal development. Evaluation includes reflection on their performance, decision-making processes, management skills, feedback from others, and conclusions formed about possible improvements. | 1,2,3 |  | 3,4 |  | Part A  The action plan should be up to a maximum of 400 words if written or 2 minutes if oral or multimodal, e.g. template notes with audio recording.  Part B  The evaluation report should be up to a maximum of 600 words if written or 4 minutes if oral or multimodal, e.g. Photo Story or PowerPoint. |
| Shopping survey analysis Part A - Students visit a local shopping centre. In pairs, they support each other to complete a comprehensive worksheet each that compiles information about product choice, quality and value for money.  Part B - Students individually:   * analyse and evaluate particular examples of product choices, quality and value for money * demonstrate their knowledge and skills of disciplines related to the task, e.g. Nutrition; Numeracy; Health; English. | 1,2 |  | 1,2 |  | Evaluation report of up to a maximum 1000 words if written or 6 minutes if oral or multimodal, e.g. Photo Story, PowerPoint, audio with graphs and/or ‘mind-map’. |

Assessment Type 2: Group Project – weighting 20%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| KU | A | AE | IC |
| Produce a food and lifestyle text  Students, in groups of 4-5, plan and produce a website or booklet for young people with a variety of sections related to healthy lifestyle choices, using appropriate language, design and multimodal format.  They research relevant issues using a range of sources to show knowledge of the topics and, where relevant, appropriate application of practical skills. They acknowledge sources.  Students consider relevant issues such as food safety, nutrition, cooking techniques, household budgeting, frozen foods, kitchen utensils or equipment, food terminology.  In pairs, students negotiate with the group to plan and produce one or more sections that may include:   * a cooking technique * steps to follow a recipe * household budgeting guidelines * steps in preparing a time schedule for preparing a meal * an episode of a food presentation program * an imaginative, annotated hypertext with links to current lifestyle websites or articles.   Students work within specified timelines and provide feedback to each other. They make a justify decisions, share and respond to other group members, apply their knowledge and skills and evaluate processes used. Students develop and communicate ideas, insights and further questions. |  | 1,2,3 | 3,4 | 1,2 | The multimodal presentation by each pair of students should take a maximum of 4 minutes to read/view.  Each student produces a report that documents and evaluates their planning, contribution, thinking, reasoning, feedback from others, and that acknowledges sources.  The report should be up to a maximum of 400 words if written or 3 minutes if oral or multimodal. |

Assessment Type 3: Presentation and Discussion – weighting 20%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| KU | A | AE | IC |
| In negotiation with the teacher, each student selects aspects of their learning from across the ‘healthy lifestyles for the future’ program for a presentation followed by a discussion. Students to integrate and apply their cross-disciplinary knowledge and skills to provide evidence that encompasses their learning from start to conclusions.  The presentation includes a synopsis of their learning and personal conclusions they have drawn and may draw on particular moments, highlights, or insights of particular significance to the student (not already covered in the other tasks).  Discussion will be directed by a set of questions to lead the discussion, such as:   * reasoning to support personal conclusions in the presentation * understanding of the overall learning interest, including evaluating the contributions of the disciplines * evaluation of his or her own learning and the relevant capabilities developed. | 1,3 | 2 | 2,3 | 2 | The presentation and discussion combined should be a maximum of up to 15 minutes; of this, the presentation should comprise a maximum of 7 minutes.  Evidence of the presentation and discussion must be recorded for quality assurance purposes. |

Assessment Type 4: Analysis – weighting 30%

| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- |
| External assessment   1. Analysis of guest speaker presentation   Students respond to a guest speaker’s presentation, including any handouts and activities, on an issue related to healthy lifestyle choices, e.g. diet, financial planning.   1. Analysis of media items   Students respond to recent media items that relate to healthy lifestyle choices, e.g. changes in household food budgets, supermarket food price comparisons. | *Students undertake two analysis assessments under the supervision of the teacher.*  *Each analysis assessment should take 60 minutes.* |

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