Task Instructions

More than one capability is embedded within the task.

This task is designed to allow you to develop your personal and learning goals and the capability or capabilities most relevant to these goals.

This task allows you to develop some or all of the following SACE capabilities:

* critical and creative thinking
* literacy
* numeracy
* information and communication technology capability
* personal and social capability.

Objective

The task develops the critical and creative thinking capability, with a focus on entrepreneurial enterprise.

* Work collaboratively with your team.
* Design and develop an innovative product, service or business concept.
* Make a replica of your product or write a detailed account of your service or concept.
* The pitch to promote the product, service or concept.
* Review your personal and learning goals and how you developed your chosen capability or capabilities to help you achieve your goals.

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| Guidelines  This part of the task gives students the chance to explore their creativity and critical thinking. |
| The team works collaboratively to share ideas about the product, service or business concept for design and development.  Once a product has been decided upon, the remaining activities should be divided between the team and completed by individual students. |
| Activities |
| Decide on a team name and design a logo which helps to promote your product. |
| The product, service or concept should be agreed upon by the team.  Where possible, a replica or model should be made using any available materials. Alternatively, images or drawings, annotations and written statements can be produced (in an electronic format if appropriate).  This allows students to develop their capability for numeracy and literacy. |
| A business plan should be written and include:   * a description of the product, service or concept and its purpose; a suggested market for the product, service or concept; a proposed price range for the product, service or concept   A team plan which outlines:   * each team member’s role; their goals and strategies; their chosen or focus capability/capabilities |
| The team will be required to pitch their ideas to the panel of business experts. The team presents their product, service or concept in a creative and imaginative way to win the experts’ votes.  Creativity, ICT, numeracy and literacy capabilities are developed here.  The presentation should be planned and developed to:   * involve all team members * take no more than 5 minutes * be presented in any format (multimodal, oral etc.) * include the replica, image, drawing, annotations or written statement   The final section allows students to review their personal and learning goals and their selected capability or capabilities. Also asks students to reflect on their interaction with others in developing and refining their strategies.   * explain in detail why your product, service or concept should be chosen |
| Review |
| This part of the task is to be completed **individually**.  Review your personal and learning goals and the strategies you used to achieve them.Think about:   * What worked and what didn’t work? * How did team members help you to develop and refine your strategies to achieve your goals?   Review how you developed your chosen capability/capabilities and how this helped you achieve your goals. Think about:   * How you developed your skills for learning? * How will these skills help you to achieve your future goals? * How could you use this learning in the future? |

Assessment: Folio and Review

This task can provide evidence of your learning to include in the folio and review.

This allows students to develop a range of effective strategies to achieve their personal learning goals. The activities which they complete individually allow students to explain their understanding of the relevant capability or capabilities and also develop this in creative ways.

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| You should keep a record of all of your contributions to:   * team work * individual activities   You can collect and record this evidence in a variety of ways, for example:   * digital voice recordings * diary entries * discussion notes * plans, flow charts * a blog * photographic evidence   This evidence should be collated and organised in a way that allows you to select items for your folio. |
| It is also a good idea to record the successes and failures of the strategies you have developed to achieve your goals and how other team members helped to refine your goals and strategies.  This part of the task will help students to review the effectiveness of the strategies used to achieve their personal and learning goals.  You can record these as notes on the evidence you collect for your team work contributions and individual activities.  Alternatively you can keep a separate learning log to note your thoughts about strategies which have worked well and any problems you experience. |

Learning Requirements

1. identify, explore, and develop personal and learning goals, and strategies to achieve them
2. select, understand, and explain one or more capabilities relevant to achieving their goals
3. develop the selected capability or capabilities
4. review their learning.

Assessment Design Criteria

*Understanding Capabilities*

UC1 Understanding and explaining the selected capability or capabilities.

*Developing Personal and Learning Goals*

DP1 Identifying and exploring personal and learning goals and developing strategies to achieve them.

DP2 Interacting with others in developing and refining their strategies.

DP3 Developing the selected capability or capabilities relevant to achieving their goals.

Reviewing the Learning

RL1 Reviewing personal and learning goals and reflecting on the effectiveness of strategies to achieve them.

RL2 Reviewing the development of the selected capability or capabilities, and how this helps to achieve their goals.

Teacher Notes

* Teams can choose to create a new product, a manufactured item which is innovative and original. For example: a magnetic travel jewellery holder, a purse with an internal light (to find money in the dark), an automatic weeder.
* Alternatively, teams may wish to develop a service or concept which will enhance life for its users. For example: home collection clothes washing and ironing service.
* Teams are structured to support individuals to give and receive feedback.

**Performance Standards for the Stage 1 Personal Learning Plan**

Assessment Type 1: Folio Assessment Type 2: Review

|  | **Understanding the Capabilities** | **Developing Personal and Learning Goals** | **Reviewing the Learning** |
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| **A** | Clearly explains understanding of the selected capability or capabilities, with insightful and detailed examples. | Clearly identifies personal and learning goals and purposefully explores them in detail. Develops a range of effective strategies to achieve them.  Interacts purposefully with others, in developing and refining strategies.  Effectively develops the selected capability or capabilities relevant to achieving his or her goals, in well-planned, insightful, and/or creative ways. | Clearly reviews personal and learning goals with insightful reflection on the effectiveness of strategies to achieve them.  Reviews the development of the selected capability or capabilities, with insights into how this helps to achieve his or her goals. |
| **B** | Explains understanding of the selected capability or capabilities, with some detailed examples. | Identifies personal and learning goals and explores them in some detail. Develops some effective strategies to achieve them.  Generally interacts effectively with others, in developing and refining strategies.  Develops the selected capability or capabilities relevant to achieving his or her goals, in a way that is mostly effective, and generally organised or creative. | Reviews personal and learning goals, with some insights into the effectiveness of strategies to achieve them.  Reviews the development of the selected capability or capabilities, with some ideas about how this helps to achieve his or her goals. |
| **C** | Gives some explanation of what the selected capability or capabilities are, with brief examples. | Identifies personal and learning goals and explores some aspects of these goals. Develops at least one effective strategy to achieve them.  Interacts with others, in developing and making some refinement to strategies.  Develops the selected capability or capabilities relevant to achieving his or her goals, in a way that has some effectiveness, and some organisation or creativity. | Reviews personal and learning goals, with some reflection on the effectiveness of the strategy or strategies to achieve them.  Reviews the development of the selected capability or capabilities, with an idea about how this helps to achieve his or her goals. |
| **D** | Gives some basic description of the selected capability or capabilities, with limited examples. | Identifies one or more personal or learning goals and locates some information that may be relevant to the goal(s). Describes aspects of a possible strategy that may help to achieve the goal(s).  Interacts with others with limited effectiveness, to talk about possible strategies.  Develops an aspect of the selected capability or capabilities, with partial effectiveness. The relevance to the goal(s) may not be clear. | Describes one or more personal or learning goals with some recount of learning in the subject.  Describes own participation in an activity to develop the selected capability or capabilities, with a vague link to goals. |
| **E** | Attempts to describe at least one capability and give an example. | Identifies a personal or learning goal without any realistic strategies to achieve it. Attempts to locate information that may be relevant to the goal.  Gives limited responses to questions from others about possible strategies.  Attempts to develop an aspect of the selected capability or capabilities, with limited effectiveness or relevance to the goal. | Gives limited responses to questions about learning in the subject.  Gives limited responses to questions about own participation in an activity to develop the selected capability or capabilities. Makes a superficial statement about a selected capability in attempting to identify a link to a goal. |