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) |
|  |  |  | **2018** | **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 |  |

Stage 2 Integrated Learning

Assessment Overview

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| **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%)** | **Task One: *‘Managing a Small Business’***  *Students Interview a small business owner about the knowledge, skills and characteristics required to run a small business.*   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 | Students are allocated ***4 weeks***.  The Oral presentation can be a maximum of 6 minutes.  Students are allocated ***1 week*** to complete the evaluation (500 words maximum or the equivalent in oral or multimodal form.) |
| **Task Two*: ‘Workplace Documents’***  *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:*   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. 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. | AU1,  AU2,  AU3 | IAE1,  IAE2,  IAE3 | CC2 | Students are allocated ***3 weeks***.  The task will be carried out over one double lesson.  Students are allocated ***1 week*** to complete an evaluation (500 words maximum or the equivalent in oral or multimodal form.) |
| **Task Three: *‘Workplace Health & Safety’***  *Students complete the Hairdressing Passport to Safety and then complete the following tasks:*   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.   ***A discussion will be held at the culmination of the Practical Inquiry activities. Video evidence will be included.*** | AU1,  AU2,  AU3 | IAE1,  IAE2,  IAE3 | CC2 | Students are allocated ***3 weeks*** to complete the Passport to Safety and parts 1 and 2 of the assessment.  Students complete an Evaluation (500 word maximum or the equivalent in oral or multimodal form.)  Students are allocated ***1 week*** to complete the Evaluation. |

| **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%)** | **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.   1. Students will provide services to the elderly citizens including, but not limited to the following: *hair washing & massage, hand massage and nail care, foot massage & foot care, skin care.* 2. Students will provide evidence of the skills, knowledge and concepts that have been developed and applied (e.g. notes, checklists, action plans etc.) 3. Students will provide evidence of the visits in the form of photos with captions. 4. Students will provide evidence of feedback from others, including from customer and peers.. 5. 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 | Students will allocate one lesson a week for planning and preparation for the visits and will collate the evidence of this throughout the year.  Visits will occur 2-3 times per Term in Terms One, Two & Three.  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.) |
| **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.*   1. Students will provide evidence of skills, knowledge and concepts that have been developed and applied. (eg. Notes, Checklists, timelines, action plans, invitations etc.) 2. Students will provide evidence of the task in the form of photos with captions. 3. Students will provide evidence of peer feedback, customer feedback and assessment. 4. 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 | Students are allocated ***3 weeks*** to develop the skills, knowledge and concepts needed to plan and prepare for the task.  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.  Students are allocated ***1 week*** to complete the reflection (500 words maximum or the equivalent in oral or multimodal form.) |
| **Assessment Type 3: Personal Endeavour**  **(30%)** | Students select an area of interest related to the program focus as their Personal Endeavour and explore this through inquiry.  It can be Inquiry or Practical.  Students select one capability to be developed within their Personal Endeavour, exploring the link between the capability and their area of interest.  They present their Personal Endeavour in two parts:   * 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 | 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.  Students will be allocated one double lesson over a 20 week period to complete the Personal Endeavour. |

***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.*