# Learning and Assessment Plan Exemplar

Stage 1 Modified: Cross-disciplinary Studies

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) |
|  |  |  |  | **1** | **C** | **X** | **M** | **10** |  |
|  | | | | | | | | | | | | |
| Key areas(10-credit – at least one key area. 20-credit – at least two key areas)  Health and Wellbeing Modified: Key area 2: Healthy Action and Key area 7: Healthy Communities  Business and Innovation Modified: Key area 1: Financial Understanding; Key area 6: Safe Workplaces and Key area 7: Enterprise | | | | | | | | | | | | |

Addendum – changes made to the learning and assessment plan

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| Use this section to describe any changes made to support students to be successful in meeting the requirements of the subject. For example, adjustments to the personal learning goals, or adjustments to personal learning goals for specific students within a like cohort. |

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 1 Modified: Cross-disciplinary Studies (10-credits)

The table below shows details of the planned tasks to support student(s) achieving their personal learning goals and chosen capabilities.

| Personal learning goals  (*identify PLGs with numbers)* | Name and details of assessment | Capabilities  *(Identify two or three capabilities\*)* | | | Evidence of learning  (e.g. evidence the student uses to demonstrate their personal learning goals and relevant capabilities) |
| --- | --- | --- | --- | --- | --- |
| Critical and creative thinking | Personal and social | Numeracy |
| 1, 2, 3, 4, 5 | Catering Business  Over the semester students will have opportunities to participate in the running of a successful catering business through:   * buying * preparing food * selling food products * budgeting * shopping * front of house duties * kitchen cleaning   Students will have access to a commercial kitchen and dining room facilities. They need to show they can maintain a high standard of industry WHS standards. They will be given opportunities through practical lessons to learn about safe management practices, decision making, working collaboratively and leadership skills in the hospitality industry.  Following practical cooking lessons students will be able to sell the food products made (such as biscuits, muffins, quiches) at recess / lunchtime. | 🗸 |  | 🗸 | A combination of the following:   * Photos * Discussions / questionnaires * Checklists * Reflections * Teacher / SSO observations |
| 2, 3, 4 | Industry visits  Student will have the opportunity to participate in a variety of industry visits. They will observe safe work practices, quality assurance processes, communication in the workplace and the variety of jobs undertaken.  Students will keep a journal (may be scribed) of the visits to record their observations and new learning. | 🗸 | 🗸 |  | Some or all of the following:   * Photographic evidence * Discussions / questionnaires * Checklists * Teacher / SSO observations * Industry visit journal |
| 2 | Healthy Eating  Students will learn about healthy eating through teacher instruction – PowerPoint, videos worksheets and class discussions. They will then use this information to collate their understanding through a chosen mode.  Teacher and SSO support. | 🗸 | 🗸 |  | Students can present their findings in one of the following formats:   * Poster * PowerPoint * Pamphlet * Video * Other |
| 1, 2, 5 | Catering for a special event  Students will work collaboratively (with support) to plan and prepare a healthy meal for a particular group or special event such as themed birthday party, grand-parent lunch, charity fund-raising event. They will demonstrate all their learning and skills gained over the semester. A budget will be allocated for this activity.  After deciding on the special event students will need to consider the following:   * menu options * recipes and ingredients required * determining quantities * prices / budget * roles / responsibilities * set-up / decorations etc | 🗸 | 🗸 | 🗸 | Some or all of the following:   * Photographic evidence * Discussions / questionnaires * Checklists * Teacher / SSO observations |

Identification of Personal Learning Goals

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| When the student undertakes the same subject at Stage 1 and Stage 2, the goals should be a further development of those undertaken at Stage 1. If the student has not undertaken the subject at Stage I, the goals should show development of those undertaken in at least one other subject at Stage 1. | | |
| Student(s) | Number and description of personal learning goals | |
|  | 1 | *To learn about, and participate in, the set-up and running of a small catering business.* |
|  | 2 | *To gain an understanding of food and nutrition and apply healthy eating principals to a catering event.* |
|  | 3 | *To demonstrate an understanding of OHSW industry standards in a commercial kitchen.* |
|  | 4 | *To develop a range of kitchen and cooking skills in a commercial kitchen context for example, preparing food and cleaning a kitchen.* |
|  | 5 | *To demonstrate an understanding of front of house hospitality skills on at least 1 occasion.* |

*Three to five assessments for a 10-credit subject.*

*\* Capabilities:*

* *literacy*
* *numeracy*
* *information and communication technology (ICT) capability*
* *critical and creative thinking*
* *personal and social capability*
* *ethical understanding*
* *intercultural understanding*

*Please refer to the Stage 1 and Stage 2 Modified Subjects subject outline.*