PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Personal Learning Plan**

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) |
|  |  |  |  | **1** | **P** | **L** | **P** | **10** |  |

**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 1 Personal Learning Plan

Assessment Overview

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 and Weighting** | **Details of assessment** | **Assessment Design Criteria** | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| **UC** | **DP** | **RL** |
| **Assessment Type 1: Folio**  **Weighting 75%** | **Time Management, Organisation and Productivity**  **(focus on learning goals and strategies)**  Students will analyse their use of time and explore organisational tools that may help them manage work and personal demands throughout Term 1. They will monitor their levels of personal organisation and motivation and will also set goals and devise strategies to maximise their effectiveness and productivity. |  | 1,2,3 |  | Written response (600-800 words) OR oral presentation (maximum of 4-5 minutes) OR multi-media presentation OR interview OR negotiated combination of above. |
| **Planning and Exploring Future Pathways**  **(focus on personal goals and strategies)**  Students undertake testing to produce a comprehensive analysis of skills, interests, abilities and personality. The profile is then used to identify and explore future study pathways and training options. Students demonstrate their learning through the results of their documentation of a range of post-secondary pathways and a summary of several relevant vocational fields. This process is recorded by completing worksheets on their computers. This record can be used as evidence in their assessment task. Students will also set goals to realise their pathway options and develop strategies on how they will achieve these goals. |  | 1,2,3 |  | Written response (600-800 words) OR multi-media presentation OR interview OR negotiated combination of above. |
| **Morals, Values and Ethics**  **(focus on capabilities)**  Students examine the role and purpose of morals, values and ethics in society and research. They will be involved in discussions in relation to the relevant capabilities about scientific studies in the past that have breached now standardised codes of conduct as well as discussing societal issues involving moral and ethical issues. Through their investigation students will be required to respond to a complex social scenario involving several of these issues as well as demonstrating their understanding of the application of ethical principles to a scientific study. At the conclusion students briefly review their increased understanding of the relevant capability. | 1 |  |  | Written response (600-800 words) OR oral presentation (4-5 minutes) OR multi-media presentation OR interview OR negotiated combination of above. |
| **Assessment Type 2: Review**  **Weighting 25%** | **Review**  Students reflect on the goals they set as the year progressed. They reflect on what they have learned about the capabilities and how it helped them to achieve their goals. They also comment on any changes they may have made to their goals and their strategies to make them more achievable. Their responses are presented as a written document, interview or slideshow. |  |  | 1,2 | Written response (600-800 words) OR oral presentation (4-5 minutes) OR multi-media presentation OR interview OR negotiated combination of above. |

***Four or five assessments.*** *Please refer to the Stage 1 Personal Learning Plan subject outline.*

*This Learning and Assessment Plan is used with the kind permission of Scotch College.*