PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Child 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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| --- | --- | --- | --- | --- | --- | --- |
| SACESchool Code |  | Year |  | Enrolment Code |  | Program Variant Code (A–W) |
| Stage | Subject Code | No. of Credits (10 or 20) |
|  |  |  |  | **1** | **C** | **S** | **D** | **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.
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**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 Child Studies (10-credits)

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) |
| --- | --- | --- | --- |
| **I** | **P** | **PA** | **C** | **R** |
| **Assessment Type 1: Practical Activity****Weighting 50 %** | **Action Plan – Gift Box for a Baby**Either individually or in a pair, students identify and discuss issues related to selecting items for inclusion in a gift box for the baby of a friend.The gift box should contain several handmade items (an item of clothing, two soft toys, and a hat).After completing the gift box, students produce an *individual* evaluation report in which they reflect on the decisions contained in the action plan, their performance in the practical activity and the outcome they produce.  |  | 1, 2, 3 | 1, 2 |  | 1,3 | Action plan:Maximum of 400 words for a written text or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form. Practical Application:Students provide photographic evidence of the gift box.Evaluation report:Maximum of 400 words for a written text, or a maximum of 3 minutes for an individual oral presentation, or the equivalent in multimodal form. |
| **Research Task – A Nutritious Meal for Children**Using a range of contemporary resources students research the issue of childhood obesity focusing on how parents can address healthy eating in the family setting. Students are careful to use ethical research practices. Students identify and analyse the factors contributing to this issue and reflect on the effectiveness of government strategies in reducing childhood obesity. Following this research task students prepare a nutritious meal for a targeted group of young children taking into consideration portion size, nutritional guidelines, texture and taste.  | 1, 2, 3 |  | 1, 2, 3 |  |  | Research task: Maximum of 400 words for written text or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.Practical Application:Students provide photographic evidence of the meal. |
| **Assessment Type 2: Group Activity****Weighting 20%** | **Children’s Television Program**Each group evaluates two different television programs for children based on a range of criteria. Applying the knowledge and understanding gained from the research, the group formulate *one* action plan (e.g. storyboard/script) outlining a five-minute television program suitable for children of a specified age range. Groups then record, edit, and screen the five-minute television program. After screening the program to the target audience each member of the group writes an *individual* report in which they reflect on the effectiveness of the group and their own contribution, and evaluate the outcome including areas of possible improvement. |  | 1, 2 | 1, 2, 3 | 1, 2 | 2, 3 | Collaborative Action Plan:Maximum of 400 words for a written text or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.Group Practical Application:Five-minute recorded television program to be submitted digitally.Individual Evaluation Report: Maximum of 400 words for a written text, or a maximum of 3 minutes for an individual oral presentation, or the equivalent in multimodal form. |
| **Assessment Type 3: Investigation****Weighting****30%** | Students use primary (e.g. first-hand interviews and/or surveys) and secondary resources to investigate the implications of technology for childhood health and well-being through a focus question such as:*How young is too young for a mobile phone?*Based on the research they have undertaken students analyse the issues, discuss and reflect on the implications, and reach a clear and appropriate conclusion in relation to their question.  | 1, 2, 3 |  |  |  | 3 | InvestigationThe mode of presentation is negotiated with students and is a maximum of 800 words for a written text or a maximum of 5 minutes for an individual oral presentation, or the equivalent in multimodal form.  |

***Four assessments.*** *Please refer to the Stage 1 Child Studies subject outline.*