# 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) |
|  |  |  |  | **2** | **I** | **L** | **B** | **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 |  |

# Assessment overview

Stage 2 Integrated Learning – 10 credits

**Program Focus** (e.g. outdoor activities, cultural program): Community Garden

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 1: Practical Inquiry – weighting 40%

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| --- | --- | --- |
| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| AU | IAE | CC |
| **Community Garden**Students conduct research in order to develop their knowledge, concepts and skills of how a community garden can be created at school. Students will investigate * What is a community garden?
* How can a community garden operate in a school?
* What is needed to begin a community garden?
* Where would the community garden be established?
* What herbs, vegetables and plants grow in each season?
* What pests and diseases effect plants and how can these be managed?
* What can be done with the produce?
* What watering system is best suited to a community garden?
* How can the community garden be sustained over time?

Students will regularly discuss their learning with members of their group, collectively contributing to the establishment of their community garden. Students will individually select a capability that is most relevant to their own undertaking of these tasks. They will complete an evaluation in which they analyse their learning, progress in learning, and make connections with their chosen capability. | 1,3 | 1,2 | 2 | Information Booklet – Community Garden at BPIHSSelf-assessment informed by feedback from peers.Discussion of learning and evaluation of capability development.Allocated Time: 6 Weeks |
| **Planning the Community Garden**Students will prepare and organise plan/diagram, planting and growing schedule and timeline and cost analysis of their community garden. Students will keep a journal of their roles and responsibilities and use peer feedback to reflect on and evaluate their progress and the development of their capability. | 2,3 | 2,3 | 1 | Personal Journal demonstrating student’s contribution to the establishment of the community garden.Written reflection and evaluation of student’s capability development incorporating peer feedback.Allocated Time: 2 Weeks |

Assessment Type 2: Connections – weighting 30%

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| --- | --- | --- |
| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| AU | IAE | CC |
| **Creation of the Community Garden**Students interact collaboratively to create their community garden. They will purchase, plant, grow, water, maintain, harvest and sell/donate their chosen produce and in doing so will maintain accurate records to evaluate the success of each crop. Students will negotiate rolls and jobs to ensure the success of their garden. Students will individually complete a written reflection discussing how they have developed their chosen capability through collaboration. | 2 | 1,3 | 1,2 | Annotated Folio of evidence of their contribution to the success of their community garden; notes, emails, journals, transcripts of conversations or interviews, photos, charts, lists, watering schedules, temperature charts and so on. Written self-assessment and discussion of the capability development.Allocated Time: 10 Weeks |

Assessment Type 3: Personal Endeavour – weighting 30%

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| --- | --- |
| Assessment details | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| External assessment | Students will individually select an area of interest, intimately related to the program focus, for detailed investigation and analysis. The personal endeavor will most likely be research-based.Students will identify the capability they have selected and explicitly discuss their understanding of how they have developed this capability in their personal endeavour.Students will present the personal endeavour in two parts:* an investigation (750 words or 4 minutes)
* an explanation of the connections between their area of interest and the capability selected (250 words or 2 minutes)
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*Three or four assessments.**Please refer to the Stage 2 Integrated Learning subject outline.*

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