SCHOOL-DEVELOPED LEARNING AND ASSESSMENT PLAN

**Stage 1 Cross-disciplinary Studies**

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| --- | --- | --- | --- | --- |
| School |  | | Teacher(s) |  |
| Other schools using this plan | |  | | |

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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** | **D** | **10** |  |

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| --- | --- | --- | --- |
| Endorsed by principal or delegate (signature) |  | Date |  |

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| Office use only   |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Approved |  | Not approved |  |  |  |  |  |  |  |  |  |  |  |   Accession Number   |  | | --- | | Signature of SACE Board Officer |  |  |  |  |  | | --- | --- | --- | --- | | SACE Board Officer Number |  | Date |  | |

**Addendum**

Please **only** use this section for any changes made after the learning and assessment plan has been approved.

**Changes made to the learning and assessment plan**

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| --- |
| Describe any changes made to the 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 individuals within the student group. |

**Endorsement of changes**

The changes made to the learning and assessment plan support student achievement of the performance standards and retain alignment with the subject outline.

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of principal or delegate |  | Date |  |

Stage 1 Cross-disciplinary Studies

Assessment Overview – Disciplines Biology and Geography

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) |
| --- | --- | --- | --- | --- | --- | --- |
| **KU** | **A** | **AR** | **IC** |
| **Assessment Type 1: Group Project**  **Weighting 40%** | Students work collaboratively to examine the conservation and sustainability of their local environment. The groups select aspects of their local environment to investigate. These aspects could include; open and green space, traffic, litter, vandalism, eco-housing, storm water collection and recycling, high rise building developments, refuse and recycling. They collect appropriate data using techniques such as environmental quality surveys and seek the opinions of local residents and organisations using surveys and interviews. Students identify ways in which the disciplines of biology and geography are relevant to their learning about the sustainability of their local environment. Groups can choose their method of presentation to show evidence of their application of the disciplines and each student provides feedback to the other group members. Students provide evidence of their individual contribution to the group project and reflect on their interaction and collaboration in the individual report. | 2 | 1  2 | 2  3  4 | 1  2 | The group outcome is a PowerPoint or multimodal presentation to the class.  Teachers make an assessment of the collective outcome of the group.  The individual report can be in written, oral or multimodal form. It should be a maximum of 750 words if written or a maximum of 5 minutes for an oral presentation. |
| **Assessment Type 2: Skills and Applications Tasks**  **Weighting 30%** | Students discuss the different emphases of the disciplines and examine how they link to a specific aspect of the learning interest, Sustainable Environments. The aspect is conservation and is applied in a practical investigation in the local environment. In groups, students visit the local beach and collect primary data to investigate the biodiversity of the beach and current conservation measures. Students devise a community action to sustain and improve the conservation and sustainability of the beach, this could be litter removal, vegetation replanting, regulation of dogs or vehicles on the beach. Students present their proposal for a community action in an individual report. Students describe the biodiversity of the beach and the conservation issues evident in the area. They report on the links between each of the disciplines and the conservation of the beach, and the conservation strategies currently in place. Students present their proposed community action and reflect on the capabilities they develop working together to collect data and devise a community action. | 1 | 1  3 |  | 1  2 | The individual report can be in written, oral or multimodal form.  It should be a maximum of 1000 words if written or a maximum of 6 minutes for an oral or multimodal presentation. |
| **Assessment Type 3: Analysis**  **Weighting**  **30%** | Students are provided with a decision-making exercise. They are given several sources including, maps, data and newspaper articles relating to a proposed landfill site. Students analyse the sources using their knowledge and understanding of the disciplines and learning interest to select the best location for the landfill site. They give reasons for their choice of site and suggest ways that the landscape and local environment could be improved to ensure sustainability for the future. Students present a written report on their choice of location, reasons and ways to ensure sustainability. | 1 |  | 1  2 | 2 | The analysis is in written form to a maximum of 1000 words. |

***Three or Four assessments.*** *Please refer to the Stage 1 Cross-disciplinary Studies subject outline.*