# Pre-approved Learning and Assessment Plan

Stage 1 Health and Wellbeing (from 2021)

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) |
|  |  |  | **2021** | **1** | **H** | **E** | **W** | **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 Health and Wellbeing

Assessment Overview

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) |
| --- | --- | --- | --- | --- | --- |
| **CT** | **AP** | **RP** |  | |
| **Assessment Type 1: Practical Action**  **Weighting 60%** | *Environmental Health* (Health Determinants & Health Promotion):  In small groups, students research, plan and implement action on a community environmental issue to improve health and wellbeing outcomes.   * Part 1 ; Students research an environmental issue and create a plan for local community action~~.~~ * Part 2 – Group Community Action (maintain folio of evidence)   Students complete the group practical action and maintain a folio of evidence.  Part 3 – Individual reflection   * . Individual evaluation of group practical action using reflective practice |  | 1, 2 | 2 | Maximum of 1000 words if written or a maximum of 6 minutes for an oral presentation, or equivalent in multimodal form. | |
| Mental and Emotional Health (Health Determinants & Health Promotion):  Students investigate positive actions for mental health and wellbeing. Students complete a self-assessment on their current mental wellbeing and then create a personal goal and health plan to actively improve their mental health and wellbeing over 4 weeks, utilising Bite Back, Reach Out and Beyond Blue and other approved resources. An individual reflection will be completed on the impact of the action on personal health. |  | 1, 2 | 1, 2 | Maximum of 1000 words if written or a maximum of 6 minutes for an oral presentation, or equivalent in multimodal form. | |
| **Assessment Type 2: Issue Inquiry**  **Weighting 40%** | Respectful Relationships & Domestic Violence (Social Equity & Health Literacy):  Students identify empathetic or ethical issue relating to respectful relationships or domestic violence. Using a variety of relevant contemporary sources analyse the issue.  They then explore how effective health agencies support, promote and educate the community to improve health and wellbeing around relationships. Students demonstrate their understanding of the issue and through analysis and evaluation of current strategies make recommendations to solve problems within the issue. | 1, 2, 3 |  | 1 | Maximum of 1000 words if written or a maximum of 6 minutes for an oral presentation, or equivalent in multimodal form. | |

***Three assessments.*** *Please refer to the Stage 1 Health and Wellbeing subject outline.*