# Pre-approved Learning and Assessment Plan

Stage 2 Health and Wellbeing

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 (20) |
|  |  |  |  | **2** | **H** | **E** | **W** | **20** |  |

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 |  |

# Assessment overview

Stage 2 Health and Wellbeing

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: Initiative – weighting 40%

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| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| CT | AP | RP |
| Individual – Personal Health action  Students choose a S.M.A.R.T goal related to a specific area of personal health. Students will plan and implement a 4-week program to reach their goal. Students will choose an online health or wellbeing program (app or web or smart device) to assist with their program. Students will evaluate the success of the initiative and how the app did or didn’t assist with improving their health and wellbeing outcomes. | 3 | 2 | 2 | Each initiative should be a maximum of 1500 words if written or a maximum of 9 minutes for an oral presentation, or the equivalent in multimodal form. |
| Collaborative – Harmony Day & National Day Against Bullying or other negotiated. Health awareness events.  In small groups students will develop activities for a lunchtime event to improve health outcomes. Students will provide evidence of researching, planning and assessing the needs of the target group,  Students will implement and actively participate in the action. Students will evaluate and reflect on the success of the action to improve personal and social health outcomes. | 1 | 1, 2 | 1 | Each initiative should be a maximum of 1500 words if written or a maximum of 9 minutes for an oral presentation, or the equivalent in multimodal form. |

Assessment Type 2: Folio – weighting 30%

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| CT | AP | RP |
| P.A.R.T.Y Program evaluation  **NOTE: *Teachers are advised to register their interest in the P.A.R.T.Y program the year before the assessment task, by visiting the*** [***P.A.R.T.Y program website***](http://partyprogramsa.org/)***.***  Students attend the P.A.R.T.Y Program at the RAH. Students choose an issue related to risky behaviours. They will analyse the scale & trends of the issue. Students will evaluate the program and suggest improvements. | 1 |  | 1, 2 | A folio should be a maximum of 1000 words if written or a maximum of 6 minutes for an oral presentation, or the equivalent in multimodal form. |
| Adolescent Stress  Students choose a stress factor which could negatively affect the health of a teenager. Students will discuss the scale and trends of the issue and how health determinants can affect these. Students will identify and evaluate a health promotion strategy, campaign or agency which can assist with the minimisation of stress. | 1, 2 |  | 1 | A folio should be a maximum of 1000 words if written or a maximum of 6 minutes for an oral presentation, or the equivalent in multimodal form. |

Assessment Type 3: Inquiry – weighting 30%

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| CT | AP | RP |
| The inquiry may include the following:   * introduction outlining the scope of the question or hypothesis * explanation of the nature of the issue from different perspectives * critical analysis of the data or information collected * evaluation of current personal and/or social action or strategies to address the issue * recommendations for future initiatives to improve health and wellbeing outcomes. | 1, 3 |  | 1, 2 | The inquiry should be a maximum of 2000 words if written, or a maximum of 12 minutes if oral, or the equivalent in multimodal form. |

*Five assessments.**Please refer to the Stage 2 Health and Wellbeing subject outline.*