# 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.

|  |  |  |  |
| --- | --- | --- | --- |
| School |  | Teacher(s) |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **2** | **I** | **L** | **B** | **20** |  |

Addendum – changes made to the pre-approved learning and assessment plan

|  |
| --- |
| 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.

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

# Assessment overview

Stage 2 Integrated Learning – 20 credits

**Program Focus** (e.g. outdoor activities, cultural program): Financial Maths

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%

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| AU | IAE | CC |
| **BUY A CAR**  Students work individually to decide which car to buy by considering costs related to purchase price, registration, insurance, economy, maintenance & repairs, loans and loan costs. Students work alone to locate and research the required information using various media then interpret and analyse this information using appropriate mathematical processes and strategies. Students apply their knowledge learned, concepts understood and skills acquired to ‘buy a car’ then critically evaluate their learning and explain the development of their capability of Numeracy and others. | 1,2,3 | 1,3 | 2 | * completed individual workbook * 45 min supervised test of KSU * investigation & analysis car reports * learning evaluation task informed by feedback * communication reflection task * capability explanation task (500w+)   Time Allocation: 6 weeks |
| **BUY A HOUSE**  Students work individually to decide which property to buy by considering costs related to purchase price, fees, inspections & reports, rate adjustments, loans and loan costs. Students work alone to locate and research the required information using various media then interpret and analyse this information using appropriate mathematical processes and strategies. Students apply their knowledge learned, concepts understood and skills acquired to ‘buy a house’ then critically evaluate their learning and explain the development of their capability of Numeracy and others. | 1,2,3 | 1,3 | 2 | * completed individual workbook * 45 min supervised test of KSU * investigation & analysis house reports * learning evaluation task informed by feedback * filmed presentation focussing on evaluation of learning, reflection on communication, and development and demonstration of capability during practical inquiries   Time Allocation: 6 weeks |

Assessment Type 2: Connections – weighting 30%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| AU | IAE | CC |
| **BUY SHARES**  Students work individually and in a group to decide which shares to buy by considering share value, dividend payments, yield values, capital gain and company prospects. Students work as members of a team to locate and research the required information using various media then interpret and analyse this information using appropriate mathematical processes and strategies. Students must then meet as a group to communicate this information, justify and discuss their opinions before reaching a collaborative decision on ‘which shares to buy’. Students reflect on their participation in group meetings then critically evaluate their learning and explain the development of their capability of Numeracy and others. | 1,2,3 | 1,2,3 | 1,2 | * completed individual workbook * 45 min supervised test of KSU * investigation & analysis share reports * meeting records * communication & collaboration reflection task informed by feedback * learning evaluation task * capability explanation task (500w+)   Time Allocation: 7 weeks |
| **RENT HOUSE**  Students work individually and in a group to decide which house to rent and negotiate how to pay the rent, furnish the house, share the bills and organise household duty rosters. Students work as members of a team to locate and research the required information using various media then interpret and analyse this information using appropriate mathematical processes and strategies. Students must then meet as a group to communicate this information, justify and discuss their opinions before reaching a collaborative decision on ‘which house to rent’. Students must reflect on their participation in group meetings then critically evaluate their learning and explain the development of their capability of Numeracy and others. | 1,2,3 | 1,2,3 | 1,2 | * completed individual workbook * 45 min supervised test of KSU * investigation & analysis house reports * meeting records * communication & collaboration reflection task informed by feedback * learning evaluation task * capability explanation task (500w+)   Time Allocation: 6 weeks |

Assessment Type 3: Personal Endeavour – weighting 30%

|  |  |
| --- | --- |
| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| External assessment | ***FINDING A LOAN to purchase a car, house and/or shares***  *Students select a dream job and research its income and monetary implications as a personal endeavour in their life. Students then research the various loans available to buy a car, house or shares from the Program Focus. They analyse the pros and cons of each loan before deciding on the best loan for the purpose with detailed reasons.*  *Students select a capability and explore the link between the capability and their personal endeavour.*  *Students present their Personal Endeavour in two parts:*   * *an Inquiry that is either research or practical based and has an outcome or conclusion (this section makes up around ¾ of the total evidence)* * *an Explanation of the connections between the program focus and a selected capability (this section makes up around ¼ of the total evidence) .*   *Assessed individually.*  *A maximum of 2000 words if written or a maximum of 12 minutes for an oral presentation, or the equivalent in multimodal form.* |

*Five or six assessments.**Please refer to the Stage 2 Integrated Learning subject outline.*

*Used with the kind permission of Victor Harbor High School.*