# Pre-approved Learning and Assessment Plan

Stage 1 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) |
|  |  |  |  | **1** | **I** | **L** | **N** | **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 1 Integrated Learning – 20 credits

**Program Focus** (e.g. outdoor activities, cultural program): Retail Skills

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 Exploration – weighting 30%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| AD | IR | CC |
| Ring, Ring…  Students undertake learning about telephone calls and the impact they have on business. Students will learn about telephone etiquette, how to take messages and record information- take a booking in a salon or make a reservation in a restaurant.  Capability focus: Literacy | 1,3 | 2 | 3 | A practical demonstration of how to answer a series of calls. To take bookings, leave a message and work with customers. Evidence includes notes. Written reflection required after completing practical. Questions include a reflection on how they have developed their capability. |
| Ka ching, Ka ching!  Students learn the skills to ‘cash’ a register, set up a float, and use the school cash register. Students will learn how to use an eftpos machine (simulator), scanner and how to greet customers, scan items and total a purchase, count back change and close a sale.  Capability focus: Numeracy | 2,3 | 2 | 3 | Using a simulated retail shop at the College, students will participate as both a customer and retail employee to purchase items. Cash a register, set up, and all skills demonstrated. Evidence includes till set up sheets. Reflection complete following practical- as a group discussion. |

Assessment Type 2: Connections – weighting 40%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| AD | IR | CC |
| Mannequin Challenge.  In groups of no more than 3, students work together to create a merchandise display. All students will have access to the same resources/equipment and a budget of $20 per group. This task will require students to make decisions, solve problems and take on various roles. They will have to opportunity to reflect on their ability to work collaboratively and with guidelines for their display from key teachers (customers) and a marketing expert (guest speaker). Students will go on excursion and take photos and notes of retail displays.  Capability focus: Critical and Creative Thinking | 1,2 |  | 1,2 | Using learned knowledge (including further investigation and notes from excursion) to create a display of relevant to a trade area/subject group. 4 weeks will be given. Written or oral reflection on personal contribution to the group and reflection on what it means to work as part of a group. Reflection of capability also required. |
| Nothing says ‘Thank you’ like a cuppa and cake  Students will host a ‘thank you’ afternoon where they will invite guests (on behalf of the College or of their own choosing TBA), students will work as a class to plan and host the event. Individual roles include: meet and greet guests, take orders and make coffee/tea/drink/serve a slice of cake. MC event – power point presentation and entertainment. Decorating/theme development and invitations. The tasks allows students to demonstrate all the skills and knowledge gained and developed within the course.  Capability: Personal and Social | 1,2,3 | 2 | 1,2 | Students complete written or oral reflection. Feedback from guests (survey from teacher) will be conducted to provide feedback to students to assist when completing their reflection. The reflection will include a look back at the development of skills across the year and how capabilities have been developed. |

Assessment Type 3: Personal Venture – weighting 30%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| AD | IR | CC |
| What to wear, what not to wear  Students will collect materials and complete tasks throughout the unit that demonstrates their understanding of what is appropriate to wear to an interview/work experience. The Devil Wears Prada will be watched and questions answered. Students will be required to investigate the OHSW requirements of their trades in terms of dress code and grooming. They will also be required to offer advice to a new student or a future student at the College.  Capability: Personal and Social | 1,2 | 1,2 | 2 | Drawing on what has been learnt in the unit, students will create a guide (magazine article style) of ‘what to wear’ to an interview for an apprenticeship. Images used should be original and would ideally be from clothing in their own wardrobe. Students will comment on similarities and differences and answer why they think they exist/why they are important.  A reflection of capability is also required. |
| Dealing with customers  Students will learn about different types of customers and their needs in a retail environment. Some of these needs include: visual impairment, hearing impairment and physical disabilities. Students will be required to investigate how salons and restaurants can and do support customers with these special needs.  Capability: Personal and Social | 2,3 | 1,2 | 2 | Investigate the ways in which salons and restaurants support customers who are visually or hearing impaired or something of their own choosing.  Reflect on development of skills learnt and development of capability. |

*Five or six assessments.**Please refer to the Stage1 Integrated Learning subject outline.*

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