# Pre-approved Learning and Assessment Plan

Stage 2 Industry Connections (20-credits)

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) |
|  |  |  |  | **2** |  |  |  | **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 Industry Connections – 20 credits

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| **Industry focus** |  |

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: Work Skills Portfolio – weighting 50%

|  |  |  |
| --- | --- | --- |
| Assessment details | Assessment design criteria | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| Knowledge and Understanding (KU1, KU2) |
| **XXXX**  Students xxxxxx. |  | * Xxx * xxx   Time Allocation: xxx |
| **XXXX**  Students xxx xxx |  | * xxx * xxx   Time Allocation: xxx |
| **XXXX**  Students xxx xxx |  | * xxx * xxx   Time Allocation: xxx |
| **XXXX**  Students xxx xxx |  | * xxx * xxx * Time Allocation: xxx |
| Add or remove as required |  |  |

Assessment Type 2: Reflection – weighting 20%

| Assessment details | Assessment design criteria | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- |
| Reflection and Consideration |
| **XXXX**  Students work xxxx | RC1, RC2, RC3 | * xxx * xxx   Time Allocation: xxx |

Assessment Type 3: Industry Project – weighting 30%

|  |  |
| --- | --- |
| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| External assessment | ***xxxx***  *Students undertake a project and in doing so demonstrate planning, organisation, problem solving and decision-making skills appropriate to the project.  For students already consistently immersed in industry this may include a significant task they are responsible for.*  *Students make connections between the specific knowledge and skills they are applying and one or more chosen capabilities.  In making these connections they also consider the benefits and future possibilities of their industry project to the industry and themselves.*  *For a 10-credit subject the industry project should be a maximum of 750 words if written or a maximum of 5 minutes if oral, or the equivalent in multimodal form.*  *Application and Connection – AC1, AC2, AC3* |

*Five or six assessments.**Please refer to the Stage 2 Industry Connections subject outline.*