# Learning and Assessment Plan Exemplar

Stage 1 Modified: Business Innovation

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 | B | E | M | 10 |  |
|  | | | | | | | | | | | | |
| Key areas(10-credit – at least one key area. 20-credit – at least two key areas)  Key Area 5: Going to Work and Key Area 7: Enterprise | | | | | | | | | | | | |

Addendum – changes made to the learning and assessment plan

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| Use this section to describe any changes made to support students to be successful in meeting the requirements of the subject. For example, adjustments to the personal learning goals, or adjustments to personal learning goals for specific students within a like cohort. |

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 Modified: Business Innovation (10-credits)

# Assessment overview

The table below shows details of the planned tasks to support student(s) achieving their personal learning goals and chosen capabilities.

| Personal learning goals  (*identify PLGs with numbers)* | Name and details of assessment | Capabilities  *(Identify two or three capabilities)* | | | Evidence of learning  *(e.g. evidence the student uses to demonstrate their personal learning goals and relevant capabilities)* |
| --- | --- | --- | --- | --- | --- |
| Literacy | ICT | Personal and Social |
| 1, 2 | Pouring a cup of coffee  Students have opportunities to demonstrate their skills and understanding of pouring a cup of coffee by:   * + performing the task in a practical setting (checklist and photographs)   + completing worksheets about the steps involved (to be included in folio)   + contributing to a PowerPoint about the café to show at the Year 12 farewell lunch.(Power Point)   Verbal and physical support is provided by staff if/when required. | 🗸 | 🗸 | 🗸 | Checklist, photographs, worksheets and contribution to PowerPoint.  Teacher or support person to record achievement. Some students record their own skill development. |
| 2 | Communicating with customers  Students have opportunities to demonstrate their learning in the following aspects of communication:   * + greeting customers appropriately (checklist and photographs)   + seating customers appropriately (checklist and photographs)   + taking orders from customers appropriately (checklist and photographs)   + farewelling customers appropriately (checklist and photographs).   Prompts from staff if/when required. Students to seek verbal and written feedback from staff and add this to their folio. | 🗸 |  | 🗸 | Checklist and photographs. |
| 3 | Preparing for cooking tasks  Students complete OHS & W worksheets (to be included in their folio).  Teacher and/or support personnel use a checklist to assess the student’s level of independence in relation to wearing an apron and hairnet, and washing hands thoroughly as required (checklist and photographs).  Visual cues displayed if/when required. | 🗸 |  | 🗸 | Worksheet, checklist and photographs. |
| 2, 4 | Using a knife safely  Students have opportunities to demonstrate their ability to use a medium sized knife safely when they:   * + get the knife out of a scabbard and pass it to another person   + hold and use the knife when cutting bar cakes and sandwiches with two fillings   + clean the knife.   Students create an A3 size poster with safety information related to using knives to display in the kitchen.  Verbal and physical support from staff if/when required. |  |  | 🗸 | Teacher observations and poster.  Poster to contain up to five facts about knife safety – the number of facts depends on individual student. |

Identification of Personal Learning Goals

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| When the student undertakes the same subject at Stage 1 and Stage 2, the goals should be a further development of those undertaken at Stage 1. If the student has not undertaken the subject at Stage I, the goals should show development of those undertaken in at least one other subject at Stage 1. | | |
| Student(s) | Number and description of personal learning goals | |
|  | 1 | *To safely and independently pour a cup of coffee, according to a consistent specified order whenever required.* |
|  | 2 | *To use, unprompted, appropriate communications with customers in the café e.g. greeting, seating, taking orders, farewelling.* |
|  | 3 | *To prepare appropriately for cooking tasks, ensuring thoroughly washed hands and apron and hairnet worn on every occasion without prompting.* |
|  | 4 | *To use a knife safely in the kitchen area when selecting, passing to someone else, cutting and cleaning without prompting.* |

*Three to five assessments for a 10-credit subject.*

*Capabilities:*

* *literacy*
* *numeracy*
* *information and communication technology (ICT) capability*
* *critical and creative thinking*
* *personal and social capability*
* *ethical understanding*
* *intercultural understanding*

*Please refer to the Stage 1 and Stage 2 Modified Subjects subject outline.*