# Pre-approved Learning and Assessment Plan

Stage 2 Cross-disciplinary Studies

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** | **C** | **X** | **D** | **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 Cross-disciplinary Studies – 20 credits

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: Commentary – weighting 30%

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| --- | --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| KU | A | AE | IC |
| Field excursion and report  Students participate in a field trip exploring different types of pavers and their construction methods. They reflect on their learning to show their understanding of the construction and properties of pavers, and how they may be used in their project. Students identify how knowledge and understanding of mathematics and design and technology disciplines are needed in the construction of the pavers, including any issues and/or problems and how these are solved. | 1,2 |  | 1,3 |  | Students use class and homework time to prepare their commentary. The commentary should be maximum of 1000 words if written or 6 minutes for an oral presentation, or the equivalent in multimodal form. |

Assessment Type 2: Group Project – weighting 20%

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| --- | --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| KU | A | AE | IC |
| Paving project  Students undertake a collaborative group project where they design, prepare then pave an area of the school grounds.  Students work in groups to gather information, prepare and cost the project.  They investigate different mathematical and design and technology material product skills and workplace knowledge needed to successfully complete the project. They keep evidence of their work to show the progress of the project, including how they shared responsibilities and decision-making. Evidence of project progress can be presented in a form of the student’s choice.  Discussions are conducted with students to determine knowledge and understanding of how to complete the project.  Students reflect on their contributions, feedback from others, and on the project outcome. |  | 1,2,3 | 3,4 | 1,2 | Assessment decision based on:   * individual students record of project progress (e.g. student notes, information, thinking, planning and ongoing reflection on their learning and progress) * teacher observation checklist * teacher-student discussions.   Timeline: The duration of the project, e.g. most of the year. |

Assessment Type 3: Presentation and Discussion – weighting 20%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| KU | A | AE | IC |
| Paving presentation  Students present their skills in paving two or three different patterns to a group of students. They explain their reasoning and conclusions about the process of laying pavers and what skills and knowledge they have learned to develop those skills, including new ideas and insights. They use examples of mathematics and design and technology skills and knowledge, and workplace knowledge, as well as particular capabilities they have developed. Questions from the group of students and/or the teacher are answered by the student following the presentation. | 2,3 | 1 | 1,2,3 | 1,2 | Students may present in any form, using a range of evidence to show their learning. Presentation and discussion to be a maximum of 15 minutes with the presentation being a maximum of 7 minutes. Presentation and discussion must be recorded for quality assurance. |
| Developing maths skills  Students demonstrate and discuss their understanding of how maths is used in the workplace environment in which they are working for their group project. Students gather evidence of the different maths skills that they are using and how they have improved their maths skills through this work. They present this evidence along with discussions about what maths skills they have been using, how important these skills are and how they have been using these skills. | 1,3 | 2,3 | 2,3 | 2 | Students may present evidence in any form to show their learning. Presentation and discussion to be a maximum of 15 minutes with the presentation being a maximum of 7 minutes. Presentation and discussion must be recorded for quality assurance. |

Assessment Type 4: Analysis – weighting 30%

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| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| External assessment   1. WHS in the workplace   Students develop a response to an article provided that relates to Work Health and Safety in the workplace. They are given guiding questions to help them to respond to the article and demonstrate their knowledge as well as their ability to transfer that knowledge to the workplace. Students show an evaluation of the different perspectives, including workplace knowledge, in their response.   1. Designing a student-friendly area   Students individually develop an extended written response to show how they would plan an outdoor student learning and relaxation area once the paved project has been completed. Students are provided with a range of questions to guide their thinking around planning, problem solving, furniture requirements and issues that may need to be considered in the planning process. Students show their creativity in planning this student area. | *Students undertake two analysis assessments under the supervision of the teacher.*  *Each analysis assessment should take 60 minutes.* |

*Six to eight assessments.**Please refer to the Stage 2 Cross-disciplinary subject outline.*