# 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** | **10** |  |

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.
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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 – 10 credits

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

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 50%

| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- |
| AD | IR | CC |
| Students will participate in cooking lessons focussed on healthy eating on a budget. They will gather information from printed and online sources and from interaction with community experts to complete a booklet of information about nutrition. They will conclude with a reflection on their learning and capabilities. | 1,2,3 | 1,2 | 1,2 | Portfolio of evidence including photos of practical activities, a booklet of short answer questions on nutrition and a 200 word reflection on their learning and capabilities. |

Assessment Type 2: Connections – weighting 25%

| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- |
| AD | IR | CC |
| Students will collaborate to create a cookbook including illustrations from their cooking sessions, serving suggestions and nutritional information. They will hold discussions to allocate recipes, and to determine the appropriate format and overall design of the cookbook. | 2,3 | 2 | 1,2 | Student’s own pages from the cookbook, with a reflection on their participation in the project and the key learning and capabilities developed. Maximum 800 words. |

Assessment Type 3: Personal Venture – weighting 25%

| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- |
| AD | IR | CC |
| Students may either:Create a product (food, craft, display, video demonstration) related to their program focus plus a 200 word Creator’s Statement reflecting on their learning and capabilities,Or Write a report based on a specialized topic related to the program focus, incorporating a reflection on their chosen capability. | 2,3 | 1 | 2 | Video or photo evidence of the practical activity plus a 200 word Creator’s StatementORAn 800 word report |

*Three or four assessments.**Please refer to the Stage1 Integrated Learning subject outline.*

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