# Pre-approved Learning and Assessment Plan

Stage 2 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.

|  |  |  |  |
| --- | --- | --- | --- |
| School |  | Teacher(s) |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SACE school code |  | Year |  | Enrolment code |  | Program variant code (A–W) |
| Stage | Subject code | No. of credits (10 or 20) |
|  |  |  |  | **2** | **I** | **L** | **A** | **10** |  |

Addendum – changes made to the pre-approved learning and assessment plan

|  |
| --- |
| 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.

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Integrated Learning – 10 credits

**Program Focus** (e.g. outdoor activities, cultural program): Oral history – personal stories

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 Inquiry – weighting 40%

|  |  |  |
| --- | --- | --- |
| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| AU | IAE | CC |
| **Oral History**Students conduct research in order to develop their knowledge, concepts and skills of oral history and the importance for people to share their personal stories. Students will investigate * What is oral history?
* Why is oral history important?
* How does oral history connect to identity?
* What are the principals and best practice of oral history?
* What organisations and resources are available to amateur historians interested in recording people’s personal stories?
* What are the advantages and disadvantages of oral history?
* What are the best methods of recording and preserving oral histories?
* How should one prepare for an oral history interview?
* What are good oral history interviews questions?

Students will individually select a capability that is most relevant to their own undertaking of these tasks. They will complete an evaluation in which they analyse their learning, progress in learning, and make connections with their chosen capability.Students will regularly share their learning with others and participate in discussions evaluating how they will use the knowledge concepts and skills when conducting their oral history interview. | 1,3 | 1,2 | 2 | Information Booklet - Oral History for Beginners.Self-assessment informed by feedback from peers.Discussion of learning and evaluation of capability development.Allocated Time: 6 Weeks |
| **Interview Preparation**Students will prepare and organise an oral history interview or interviews with family members. Students will develop questions for each person, to be interviewed, and evaluate what they plan to achieve at each interview.Students will participate in a discussion where they will give critical feedback to other students on their questions and preparation. Students are to use the feedback in to inform their personal evaluation. | 2,3 | 2,3 | 1 | Personal reflection and evaluation of student’s preparation for the interview/s and of their questions. Students will incorporate feedback from peers and the teacher in their evaluation.600 - 800 wordsAllocated Time: 6 Weeks |

Assessment Type 2: Connections – weighting 30%

|  |  |  |
| --- | --- | --- |
| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| AU | IAE | CC |
| **Oral History Interview**Students interact collaboratively with members of their family to conduct their oral history interview/s. Students transform the interview into a product of their choosing and give it to their family members.Complete a self-reflection on your interview and the feedback of the ’product.’ | 2 | 3 | 1,2 | Product from the Oral History InterviewSelf-evaluation of the interview.Allocated Time: 5 Weeks |

Assessment Type 3: Personal Endeavour – weighting 30%

|  |  |
| --- | --- |
| Assessment details | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| External assessment | Students will individually select an area of interest, intimately related to the program focus, for detailed investigation and analysis. The personal endeavor will most likely be research-based.Students will identify the capability they have selected and explicitly discuss their understanding of how they have developed this capability in their personal endeavour.Students will present the personal endeavour in two parts:* an investigation (750 words or 4 minutes)
* an explanation of the connections between their area of interest and the capability selected (250 words or 2 minutes)
 |

*Three or four assessments.**Please refer to the Stage 2 Integrated Learning subject outline.*

*Used with the kind permission of Banksia Park International High School.*