# 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. |

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): SySTEMic Engineering Program

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 20%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| AD | IR | CC |
| ***Site Visit photo-journal and reflection:***  Students visit engineering industry sites and participate in problem solving days over the course of the program. During these STEM experiences students will explore how the Engineering Design Process is used to innovate solutions to real world problems. They will explore future STEM pathways and develop connections with industry through a mentoring program that will support them to complete their projects.  Students will plan what information they are seeking during each STEM experience and take notes and photos which they will annotate, summarise and reflect on in their photo-journal.  Students also have a discussion with their peers where they discuss their learning, the development of at least one or more capability/ies, and receive feedback from their teacher and peers. | 1,3 | 2 | 2 | Photo journal (or format negotiated with the teacher) and discussion  Maximum 2, A4 pages including photos and annotations per experience  To be submitted electronically  Individual  Due date to be negotiated |

Assessment Type 2: Connections – weighting 60%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| AD | IR | CC |
| Students undertake a student-directed STEM inquiry project. They collate a Record of Evidence and undertake a Presentation:  **Record of Evidence:**  Students are to collate evidence of the inquiry process used to design a solution to the STEM problem they have chosen. This includes documenting evidence of the development of their general capabilities. | 1, 2 | 1, 2 | 1, 2 | Format to be negotiated with the teacher, multimodal evidence encouraged.  Individual  Due on the same day as the presentation |
| ***Presentation:***  Students are to present their idea and solution to an audience that includes peers, teachers, family and mentors from industry. This will also include sharing how they worked together as a group. They will answer questions posed to them by panel after the presentation. | 1,2 | 1 | 1,2 | Multimodal presentation  Collaborative |

Assessment Type 3: Personal Venture – weighting 20%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| AD | IR | CC |
| **Industry and me:** How has participating in a STEM program with an industry focus helped me?  Focusing on their chosen capability and their experiences during the program, students are to produce a response to the question: How has participating in a STEM program with an industry focus helped me? | 2,3 | 1,2 | 2 | Format to be negotiated with the teacher, multimodal evidence encouraged.  Individual  Due date after presentation in AT2: Connections |

*Three or four assessments.**Please refer to the Stage1 Integrated Learning subject outline.* Used with the kind permission of Taminmin College.