PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 2 Earth and Environmental Science**

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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| SACESchool Code |  | Year |  | Enrolment Code |  | Program Variant Code (A–W) |
| Stage | Subject Code | No. of Credits (10 or 20) |
|  |  |  |  | **2** | **E** | **E** | **S** | **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.
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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 |  |

Stage 2 Earth and Environmental Science

Assessment Overview

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 and Weighting** | **Details of assessment** | **Assessment Design Criteria** | **Assessment conditions**(e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- |
| **IAE** | **KA** |
| **Assessment Type 1: Investigations Folio**Weighting30% | **Field Investigation**: Students will work in small groups to collect data that will help answer a question about the effect of a variable, such as salinity, water flow rate, flooding, introduced species) on an ecological characteristic of a wetland, (such as the distribution of a particular species in the area, acid-sulfate levels in the soil or native fish populations). Students individually analyse the shared data and write a report. | 2,3,4 | 1,4 | Field data collection 2 lessons. Lab lesson 1 lesson. 1500 word written report (excluding method/procedure, ethical risks & results), 10 minutes for an oral presentation or the equivalent in multimodal form. |
| **Practical Design Investigation:** Students design an investigation to investigate how changes in the riparian vegetation along a waterway are linked to changes in one particular factor. Students deconstruct the problem in pairs to select a testable factor and consider a method to test their hypothesis. They individually design an investigation and then carry out one in pairs. Students produce an individual report.  | 1,2,3,4 | 2,4 | The report should be of a maximum length of 1500 words excluding materials/apparatus, methods/procedure, ethical risks, and results.  |
| **SHE Investigation:** Students investigate a recent discovery, innovation, issue, or advancement linked to *Earth’s Resources*, that focuses on Science as a Human Endeavour. This investigation could focus on a context suggested in the core topics or relate to a new context. Presentation is in a format of the student’s choice. | 3 | 1,3,4 | 2 weeks to gather information and write an individual report. Up to a maximum of 1500 words or a maximum of 10 minutes in total for an oral presentation, or the equivalent in multimedia form.  |
| **Assessment Type 2: Skills and Applications Tasks**Weighting40% | **Short answer responses on topics 1 and 2**: Earth’s Systems and Earth Resources. Students apply their knowledge, understanding to different scenarios and data, in order to form and justify conclusions using appropriate terms and conventions. | 3,4 | 2,3  | 90 minute timed test under supervision excluding reading time.  |
| **Topic Test** Topic 3: Earth’s Sustainable Future. Students apply knowledge, analyse data, and form conclusions using appropriate terms and conventions. They do this in a range of question types including short answer and extended response. | 3 | 1,2,3,4 | 90 minute timed test (excluding reading time) under supervision.  |
| **Oceans Assignment** Three activities are undertaken to demonstrate the effect of oceans on weather systems. | 2,3 | 3 | 90 minutes of class time over 2 lessons. All work submitted electronically. |
| **Oral presentation**: Students demonstrate knowledge and understanding of Topic 4: Climate Change. They apply this knowledge, analyse data, and form conclusions using appropriate terms and conventions. | 3 | 1,4 | Maximum of 10 minutes. The text of their presentation is submitted electronically.  |
| **Assessment Type 3: Earth Systems Study**Weighting30% | Students undertake one fieldwork investigation into a particular local environmental issue, concern, initiative, or successful undertaking that can be linked to topics studied in Stage 2 Earth and Environmental Science. Students develop a research question, then design, plan, undertake, and report on a field-based extended investigation to answer the question. Students analyse their information in terms of the interactions of two or more Earth systems. | 1,2,3,4 | 1,2,3,4 | The report should be a maximum of 2000 words, if written, or the equivalent in multimodal form. |

***Eight assessments.*** *Please refer to the Stage 2 Earth and Environmental Science subject outline.*