Pre-approved Learning and Assessment Plan

Stage 2 Health and Wellbeing

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 (20) |
|  |  |  |  | **2** | **H** | **E** | **W** | **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 Health and Wellbeing

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: Initiative – weighting 40%

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| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| CT | AP | RP |
| **Health and Wellbeing Expo for Middle Years students**  Multimodal presentation  Students work in groups and survey a target audience to identify needs for health support services. Collaboratively, students identify an issue and organise a presentation booth for the Health and Wellbeing expo. This will educate their target audience of middle years students.  Written report:  Individually, students write a report to analyse the wellbeing outcomes for their target audience and reflect on the learning that has taken place. | 1 | 1,2 | 2 | Each initiative should be a maximum of 1500 words if written or a maximum of 9 minutes for an oral presentation, or the equivalent in multimodal form. |
| **Clean up Australia Day**  Students participate in the ‘Clean up Australia Day’ initiative in the local school community area. This task involves:   * Investigating the ‘Clean up Australia Day’ organisation and the impact it has had on communities in Australia * Researching the problems caused by litter and the health impacts on individuals and communities * Evaluating the activity and discussing how health outcomes have improved * Demonstrating their understanding of the issue that the health promoting activity seeks to address | 3 | 2 | 2 | Each initiative should be a maximum of 1500 words if written or a maximum of 9 minutes for an oral presentation, or the equivalent in multimodal form. |

Assessment Type 2: Folio – weighting 30%

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| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| CT | AP | RP |
| **Social Media**  Students critically analyse the influence of social media on society, considering both the positive and negative implications of its use. In doing so, students with analyse and evaluate the issue, reflect on the scale or trends of the issue, how this affects them and/or their peers and the community. Students form their own opinion on whether social media is a positive influence on society. | 2,3 |  | 1,2 | A folio should be a maximum of 1000 words if written or a maximum of 6 minutes for an oral presentation, or the equivalent in multimodal form. |
| **Sugar Analysis**  Students investigate the influences, trends and associated health promotions in relation to sugar intake. Students present evidence and utilise a variety of resources to determine the effect on populations. They are reflective on the role of health promotion to improve health outcomes for individuals. | 1,3 |  | 1 | A folio should be a maximum of 1000 words if written or a maximum of 6 minutes for an oral presentation, or the equivalent in multimodal form. |

Assessment Type 3: Inquiry – weighting 30%

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| CT | AP | RP |
| The inquiry may include the following:   * introduction outlining the scope of the question or hypothesis * explanation of the nature of the issue from different perspectives * critical analysis of the data or information collected * evaluation of current personal and/or social action or strategies to address the issue * recommendations for future initiatives to improve health and wellbeing outcomes. | 1, 3 |  | 1, 2 | The inquiry should be a maximum of 2000 words if written, or a maximum of 12 minutes if oral, or the equivalent in multimodal form. |

*Five assessments.**Please refer to the Stage 2 Health and Wellbeing subject outline.*