# Pre-approved Learning and Assessment Plan

Stage 2 Workplace Practices

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) |
|  |  |  |  | **2** | **W** | **P** | **C** | **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 Workplace Practices – 20 credits

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: Folio – weighting 25%

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| --- | --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| KU | A | IA | RE |
| Work in Australian Society  As a class listen and question employees involved in the sporting industry:  a) current player/coach  b) Job work agency  c) Volunteer  d) Administrator  e) Sport and Recreation Facility  to gain knowledge of their careers.  Prepare a report on the question ‘Is the netball/sport industry a viable employment option for your work future?’ | 1,2 |  | 1,2 | 1 | Written report max: 1000 words (or equivalent in multimodal format) |
| Industrial Relations  Gain knowledge by conducting a work health and safety audit on a local sporting facility, looking at the rights and responsibilities of the employers, employees and customers. Make links between industrial relations, work health and safety and equal opportunity legislation of the facility. | 2 |  | 1 | 1 | Oral presentation using electronic aid and discussion with class 10 minutes |
| Negotiated Topic  Investigate a local sporting facility to see if it meets the needs of the community, by looking at the socio-economic status of the community, demographic needs (e.g. age, gender, etc.). Use census data to examine and analyse the people who live in the community, then look at the facility and what it has to offer. | 2 |  | 1,2 |  | Research evidence  Prepare a report showing how the facility does/does not meet the needs of community  Maximum 1000 words  Prepare a letter to be sent to local council with your findings/recommendations |

Assessment Type 2: Performance – weighting 25%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| KU | A | IA | RE |
| Coaching Netball  Students will be assessed on their performance and application during the annual Waverley International Schools’ Netball Championships in Melbourne. Students will spend one week living as a team and play at least eight games against a diverse range of opponents. Students will work through a skills check list whilst on the trip, which will be used to help the teacher and workplace supervisor mark student performance against the Assessment Criteria. | 1 | 1,2 |  |  | Teachers report on student performance  Workplace supervisors report  Student record of evidence (journal and supporting evidence) |
| Playing Netball  Students will be assessed on their performance and application while coaching a ten week zone season of netball. The students will hold training sessions once a week and their teams will play matches at ETSA park on a Wednesday afternoon in the southern zone netball competition. Students will work through a skills check list for coaching and will conduct skills analysis, which will be used to help the teacher and workplace supervisor mark student performance against the Assessment Criteria.  Students will also undertake umpiring during the competition, which will also be held at ETSA Park. Students will undertake the Section 1 Umpires theory exam prior to beginning umpiring in this competition.  Students will undertake the Development Coaching course, to ensure they are appropriately qualified to coach during competition. | 1 | 1,2 |  |  | Teachers report on student performance  Workplace supervisors report  Student record of evidence (short reflections after each match) |

Assessment Type 3: Reflection – weighting 20%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
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| KU | A | IA | RE |
| Reflection on Coaching (Zone Sport Competition)  Reflect on personal performance in netball while competing in an International netball championship in Melbourne for four days. The reflection should analyse strengths, weaknesses and areas for improvement. Students should also reflect on workplace practices, cultures and how their VET course and competencies have helped them to better understand and perform in the netballing industry. Students must also reflect on the organisation, issues and success of the event overall from their own and from an organisational perspective. | 1,2 |  | 1 | 1 | Students reflect on their time in Melbourne to a maximum of 1000 words or 6 minutes oral or equivalent multimedia |
| Reflection on Playing (Melbourne Tournament)  Reflect on your ability to coach a team in the southern zone netball competition for 10 weeks. The reflection should analyse strengths, weaknesses and areas for improvement. Students should also reflect on workplace practices, cultures and how their VET course and competencies have helped them to better understand and perform in the netballing industry. | 1,2 |  | 1 | 1 | Students will complete a reflection (max 1000 or 6 min if oral) of their zone netball season and umpiring |

Assessment Type 4: Investigation – weighting 30%

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| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| External assessment | *Students must investigate an issue in the sporting industry and write a report based on their findings. Students will gather data and evidence from the industry workplace and the wider community to support their issues investigation, and collate, present, analyse, and evaluate the data.*  *A maximum of 2000 words if written or a maximum of 12 minutes if oral, or the equivalent in multimodal form.* |

*Seven or eight assessments.**Please refer to the Stage 2 Workplace Practices subject outline.*