SCHOOL-DEVELOPED LEARNING AND ASSESSMENT PLAN

**Stage 1 Cross Disciplinary Studies**

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| --- | --- | --- | --- | --- |
| School |  | | Teacher(s) |  |
| Other schools using this plan | |  | | |

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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** | **C** | **X** | **D** | **10** |  |

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| --- | --- | --- | --- |
| Endorsed by principal or delegate (signature) |  | Date |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Office use only   |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Approved |  | Not approved |  |  |  |  |  |  |  |  |  |  |  |   Accession Number   |  | | --- | | Signature of SACE Board Officer |  |  |  |  |  | | --- | --- | --- | --- | | SACE Board Officer Number |  | Date |  | |

**Addendum**

Please **only** use this section for any changes made after the learning and assessment plan has been approved.

**Changes made to the learning and assessment plan**

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| --- |
| Describe any changes made to the 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 individuals within the student group. |

**Endorsement of changes**

The changes made to the learning and assessment plan support student achievement of the performance standards and retain alignment with the subject outline.

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

Stage 1 Cross Disciplinary Studies

Assessment Overview – Disciplines: Business and Enterprise and Accounting

Complete the table below to show details of the planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all assessment design criteria.

| **Assessment Type and Weighting** | **Details of assessment** | **Assessment Design Criteria** | | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- | --- |
| **KU** | **A** | **AR** | **IC** |
| **Assessment Type 1: Group Project**  **Weighting 40%** | In small groups, students identify a business opportunity and product, for which they pitch a proposal to investors. The group decide on their business opportunity and product by completing the nine segments of the lean canvas business model. The lean canvas business model incorporates the disciplines of business and enterprise and accounting in its segments, which are: problem, solution, key metrics, unique value proposition, unfair advantage, channels, customer segments, cost structure, and revenue streams. The students also conduct an industry analysis using qualitative and quantitative research. The group prepare a presentation which includes a formal business pitch of their proposed business opportunity and present this to peers, parents, teachers and invited guests. Students complete an individual report in which they reflect on their experience working with their group members and critique their contribution towards the group outcome. The students reflect on their own learning and the capabilities they developed, including communication. Opportunities for peer assessment will be provided. | 1  2 | 1  2  3 | 1  3  4 | 1 | Group outcome: Business pitch.  Oral presentation with multimedia: maximum of 15 minutes.  Individual report: maximum of 750 words. |
| **Assessment Type 2: Skills and Applications Tasks**  **Weighting 30%** | In the groups formed for the business pitch (Group Project), students use their knowledge of marketing principles to produce and present marketing material to take their product to market (for example: simple website, brochures, social media pages, slogans, business cards, video commercial). They calculate and present the projected sales, estimated marketing costs, and calculate the return on investment achieved from promoting their marketing materials through channels such as the school newsletter, local paper, social media, local radio, and in person. The group present a multimodal presentation to an audience of class members. The presentation shows their marketing materials and the financial projections for their product. Students evaluate their marketing campaign, including its successes and aspects they would change to better achieve their objectives. This evaluation is included in the presentation. | 2 | 1  2 |  | 1  2 | Multimodal presentation of marketing material.  Maximum of 6 minutes. |
| **Assessment Type 3: Analysis**  **Weighting**  **30%** | Students write an essay under supervision in which they analyse and synthesise information from different sources including financial statements, sales data and pricing information. Students demonstrate their understanding of business models and their knowledge and understanding of the disciplines; business and enterprise and accounting. They also review their understanding of business terminology, business structures, and business planning practices used to successfully validate and build a business. Students communicate their insights and ideas about the learning interest, Business and Innovation. | 1 |  | 1  2  3 | 2 | Written essay: maximum of 1000 words. |

***Three or Four assessments.*** *Please refer to the Stage 1 Cross Disciplinary Studies subject outline.*

*Adapted with the kind permission of Blackfriars Priory School.*