# 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** | **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 1 Integrated Learning – 20 credits

**Program Focus** (e.g. outdoor activities, cultural program): Media Studies

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 30%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| AD | IR | CC |
| **Power of advertising**  After viewing documentaries including **‘Merchants of cool’ and ‘Commercialisation of kids’** and taking notes regarding how advertising targets teens and children, students are required to choose two Advertising Techniques to focus their inquiry.  Areas of interest might include: Cross promotions, Product placement, Creating lifelong consumers, Market research/consumer science, Gender specific products, Celebrity endorsements etc.  Students will explore their chosen Advertising technique and use their new knowledge to present information to class. Students will then create an advertising campaign highlighting one of their techniques. All ads should include a clear concept, logo, persuasive language, and convince the audience to buy the product. | 1,2 | 1 | 2 | Students submit:   * **600 word/4 min oral report** with references to documentary and other sources with definition of advertising techniques, how it works with examples. * **Advertising campaign** may be presented multimodal form –7eg. Print media, film, radio. |
| **Vlogs Capability –** ICT, Literacy  Students learn what it means to be a Vlogger and the potential influence they have on their viewers. Students will view documentaries **– ‘Youtube revolution’ and ‘Rise of the superstar vlogger’** They learn about the history of youtube and how much power it now has in our society. Students learn the digital media and editing techniques used by vloggers in order to create their own. Students must show that they have watched and understood the style, purpose and structure of well-known Vlogs.  **Discussion: Students work to keep a weekly vlog** – with at least 5 submissions over the semester. These vlogs will be used as a means to answer teacher posed questions relating to the program focus, the concept of Vlogging and chosen capabilities of ICT and literacy.  Students will have an opportunity to view each other’s vlogs and to give supportive peer assessment on ways to improve. Students will include in their reflection, discussion about how they have developed and applied their ICT and/or Literacy capability. | 2,3 | 1,2 | 2 | Students submit:   * **Analysis** of 4 different vloggers looking at: opening sequence, Content, Language Editing techniques, purpose, structure, audience. * **Notes from research** including reference to documentaries * **Discussion: 5 x3 min vlogs**   **These vlogs will include:** Evidence of self and peer assessment and improvement of media techniques.  Reference to and reflection of how the Literacy and ICT capability has been used throughout. |

Assessment Type 2: Connections – weighting 40%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| AD | IR | CC |
| **Gender stereotypes – Family Sitcom**  **Capability** – Intercultural understanding   * Students analyse how the ‘Family’ has been portrayed through television sitcoms over time. They will take note of how the characters are represented, in particular the Gender stereotypes.   Students will choose an era to focus on (from the 1950s to present day). They will then conduct interviews/make connections with individuals that grew up in that particular era in order to develop an understanding of the society and significant events that impacted on how each gender operated at the time. They will then choose a ‘family sitcom’ from the same era and examine the way the men and women are represented and what that says about the era they are set. Students will consider the capability of ‘intercultural understanding’ with focus on the culture of chosen era. | 1,3 | 1 | 1,2 | Students submit:   * **5–7 min presentation of findings,** including background information found from interviews, with clips from television shows to support your findings on how gender is represented in chosen era. * **Reflection 300–500 words** on new understanding of chosen era and development and connection to capability. |
| **Youth radio**  Students will tour a local radio station and meet with host to learn the basics of radio broadcast. Students will then work in groups of 2-4 to develop their own ‘1hour youth radio’ show. Students will consider theme, content, song choice and have a basic script prepared. Students will then host their radio show over the course of a school lunch time. Students will receive feedback from their co-hosts related to their ability to collaborate and communicate their ideas, and members of the school community on the success of their radio show. | 2 | 2 | 1 | Students will submit:   * **Planning** of radio show and script * **Evidence of self and peer** assessment * **Reflection 300-500** words explaining their development of new skills and discussion of their abilities to collaborate. |

Assessment Type 3: Personal Venture – weighting 30%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| AD | IR | CC |
| **Film making - Raising awareness**  **Capability** – Ethical understanding  In groups or individually students will make a 3 minute video about an aspect of ‘Teen life’ that is a potential issue. Students will consider their capability and show an ethical understanding of how their peers are impacted by certain aspects of ‘teen life’.  Students will research a chosen issue, find how it is impacting their peers and look for potential solutions, to be presented in their film.  Students should consider film techniques, such as lighting, camera angles, symbols and script in order to persuade their audiences and create awareness of the chosen issue. The video should make audiences ‘think’ and ‘feel.’  Possible topics to consider: Binge drinking, Cyberbullying, body image,  Misuse of social media, Phone addiction, Gaming addiction, smoking, drug use. | 2,3 | 1 | 1,2 | Students will submit:   * **Evidence of research** – may include: interviews, surveys, online research * **Storyboard and planning** of film eg. Script, meeting notes etc. * 3 minute film * **500-700 Reflection** exploring the link between the capability of ‘ethical understanding’ and how they then worked to present this in the medium of film. The various techniques used to bring awareness and the importance of doing so. |

*Five or six assessments.**Please refer to the Stage1 Integrated Learning subject outline.*