# School-developed Learning and Assessment Plan form

Stage 2 Integrated Learning

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SACE school code |  | Year |  | Enrolment code |  | Program variant code (A–W) |
| Stage | Subject code | No. of credits (10 or 20) |
|  |  |  |  | **2** | **I** | **L** |  | **10** |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  School use only

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Approved |  |  Not approved |  |   |

|  |  |  |  |
| --- | --- | --- | --- |
|  Signature of Principal/delegate |  | Date |  |

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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

|  |
| --- |
| 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 planthe rationale for making the changeswhether these changes have been made for all students, or for 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 |  |

# Assessment overview

Stage 2 Integrated Learning – 10 credits

**Program Focus** (e.g. outdoor activities, cultural program): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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 1: Practical Inquiry – weighting 40%

| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- |
| AU | IAE | CC |
|  |  |  |  |  |
|  |  |  |  |  |

Assessment Type 2: Connections – weighting 30%

| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- |
| AU | IAE | CC |
|  |  |  |  |  |
|  |  |  |  | .  |

Assessment Type 3: Personal Endeavour – weighting 30%

| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- |
| AU | IAE | CC |
| Students select one capability to be developed within their personal endeavour, exploring the link between that capability and their area of interest.It is recommended that students present the personal endeavour in two parts:* an investigation, that is either research or practical-based and has an outcome or conclusion (about three-quarters of the total evidence)
* an explanation of the connections between their area of interest and the capability selected (about one-quarter of the total evidence)
 | 1,3 | 1,2 | 2 | Maximum of 6 minutes for a multimodal or oral presentation, or a maximum of 1000 words if written.  |

*Three or four assessments.**Please refer to the Stage 2 Integrated Learning subject outline.*