

# Social and Community Studies 2019 v1.0

## Applied syllabus study plan requirements — July 2018

Applied syllabuses provide opportunity for schools to develop teaching, learning and assessment appropriate for their context. A study plan, developed by the school, outlines how the course of study will be delivered and assessed based on the relevant Applied syllabus. Approved study plans are used by the QCAA when quality assuring the implementation of the syllabus.

Schools create study plans in the study plan builder application in the QCAA Portal. Study plan requirements are outlined below.

## Components of the study plan

<p><b>Course organisation</b></p>	<p>The study plan provides information about the structure of the school's proposed course. The way the course is organised and sequenced should align with requirements outlined in the 'Course overview — Planning a course of study' section of the syllabus. It should include:</p> <ul style="list-style-type: none"> <li>• an overview of the four-unit course showing sequences of core and elective study</li> <li>• proposed time allocation for each module of work, ensuring the minimum number of hours of timetabled school time for the four-unit course of study (220 hours)</li> <li>• three core life skills areas — personal, interpersonal and citizenship integrated in a minimum of four and a maximum of eight electives</li> <li>• four to eight modules of work across the four-unit course of study that meet syllabus requirements ('Planning a course of study' and 'Developing a module of work' sections of the syllabus).</li> </ul> <p>Each of the three areas of life skills must be covered within every elective topic selected, and be integrated throughout the course. While the relative emphasis on each area may vary in different electives, each life skill area must be covered within each elective.</p> <p>Schools must:</p> <ul style="list-style-type: none"> <li>• study each elective for no more than one unit but no less than four weeks, to ensure adequate depth of coverage</li> <li>• use the three core topics — personal, interpersonal and citizenship skills — to organise the integration of the concepts, ideas, knowledge, understanding and skills into each elective</li> <li>• ensure a balance of the three core life skills areas across the course of study, although there may be more emphasis on a particular life skills area in any one elective.</li> </ul>
<p><b>Assessment program</b></p>	<p>The assessment program provides an indication of the assessment instruments and procedures used to gather information about student achievement for the four-unit course of study. As outlined in the 'Planning an assessment program' section of the syllabus, the assessment program should:</p> <ul style="list-style-type: none"> <li>• provide opportunities in Units 1 and 2 to become familiar with the assessment techniques that will be used in Units 3 and 4</li> <li>• assess each objective at least twice by midway through the course (end of Unit 2) and again by end of the course (end of Unit 4).</li> </ul> <p>The assessment program must indicate:</p> <ul style="list-style-type: none"> <li>• the assessment techniques and conditions that meet syllabus requirements in the 'Assessment techniques' section of the syllabus</li> </ul>

- that all dimensions are being assessed in each unit
- that exit folio requirements are met, as outlined in the 'Exit folios' section of the syllabus:
  - four assessment instruments in Units 3 and 4
  - at least three different assessment techniques, including:
    - one project or investigation
    - one examination
  - no more than two assessments from each technique.