# Pre-approved Learning and Assessment Plan

Stage 1 Spiritualities, Religion and Meaning (from 2022)

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** | **S** | **R** | **M** | **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 |  |

Stage 1 Spiritualities, Religion and Meaning (20 credits)

# Assessment overview

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:**Representations (40%)**

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| Assessment details | Assessment design criteria | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| Exploration and Analysis | Action and Reflective Practice |
| (Big Idea 2: *Community, Justice and Diversity)*  Preparation: class visits and photographs local public religious/spiritual art/ architecture. They select one or more public artworks/buildings to explore further and research the underlining ideas, concepts, beliefs, stories. Students create and share their findings as a class collaborative presentation eg. Sutori, Prezi, PowerPoint. They reflect broadly on the contribution of religious art and/or architecture to a more inclusive community. | 1,2,3 |  | Student evidence includes:   * Photos and accompanying description on the public artwork/architecture: 500 words/ 3 minutes max * 500 words/ 3 min max reflection on the contribution of religious art and/or architecture to a more inclusive community. * Bibliography |
| (Big Idea 6: *Evil and Suffering)*  Provocation for class discussion: why does evil and suffering exist in the world? Class dialogue about of different definitions of evil and suffering and generate ideas and questions about different spiritual/ religious perspectives on historical and current events, responses to evil and/or suffering. As a class, refine topic/s, identify and allocate research points to each student to prepare a mini-lesson on a spiritual or religious perspective on evil or suffering. Students respond, preparing a reflection on new understandings of evil and suffering from two or more spiritual and/or religious perspectives. | 1, 3 |  | Student evidence includes:   * 1000 word/ 6 min reflection on new understandings of evil and suffering from two or more spiritual and/or religious perspectives. * Bibliography |
| (Big Idea 3: Story, visions, and futures).  Students select from one of the three film adaptations of religious texts. In small groups, they discuss the spiritual and/or religious perspectives, interpretations over time (historical, current). This will involve research. They individually create a short director’s cut analysing one or more scenes from the film. | 1,3 |  | Student evidence includes:   * A 6 minute video including one or more scenes with analysis voice-overs. * Bibliography |

Assessment Type 2: Connections **(30%)**

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| Assessment details | Assessment design criteria | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| Exploration and Analysis | Action and Reflective Practice |
| (Big Idea 2: *Community, Justice and Diversity)*  Preparation: class explores the concept of service from one or more spiritual and/or religious perspectives, and the value the school places on service learning. Includes graduates and service providers sharing their insights about the mutual benefits of previous students’ service learning placements.  The concept of collaboration is explored and mapped: how can I collaborate with my team members at \_\_\_\_\_ organization to support their service delivery? What is my role?  Students are supported to identify a service learning placement and volunteer for a length of time at a service organisation (eg. Meals on Wheels, the Salvation Army, UnitingSA Aged Care). They collaborate with their team members and collect evidence to show their sustained and productive collaboration.  Grouped by focus (3-5 ppl per group) students share their experiences, reflect on spiritual and or/spiritual perspectives and evaluate the impact of their personal and shared actions during their service learning placement. They record this discussion. | 2 | 1,2,3 | Each student to submit evidence of individual and collaborative process and product up to max 1000 words or equivalent multimodal  Evidence of **collaboration** could include: action plan, meeting minutes, Google doc showing collaborative process, feedback from placement provider on student’s skills of collaboration.  Evidence of **research and reflective practice** could include: audio or video recording, transcript, blog/ vlog, highlighted/ annotated articles, bibliography. |

Assessment Type 3: Issues Investigation (30%)

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| Assessment details | Assessment design criteria | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| Exploration and Analysis | Action and Reflective Practice |
| Students complete an investigation of a contemporary issue linked to one of the Big Idea explored as a class (2,3,6). They develop focusing questions, undertake research using primary and secondary sources to investigate spiritual and/ or religious perspectives on the issue, and present their informed opinions in their preferred mode.  Examples (not exhaustive):  • a photostory with voice over depicting the ways one or more religions and/or spiritualities envision a just society (Big Idea 1: *Community, Justice and Diversity*)  • a report: select a specific spiritual and/or religious story with a social justice focus and explore its meaning for the audiences behind, within and in front of the text, including designing strategies/actions in response (Big Idea 3: *Story, visions, and futures*)  • an original artwork with artist statement that expresses the concept of suffering in contemporary society through the lens of a specific spiritual and/ or religious perspective. They also offer solutions, drawing on the social justice principles of the religion/spirituality in focus (Big Idea 6: *Evil and Suffering*) | 1, 3 | 1 | Maximum of 1000 words if written, a maximum of 6 minutes if oral, or the equivalent in multimodal form. |

***Five to six assessments (20-credit)*** *Please refer to the Stage 1 Spiritualities, Religion and Meaning subject outline.*