# Learning and Assessment Plan Exemplar

Stage 2 Modified: Society and Culture

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) |
|  |  |  |  | 2 | S | U | A | 20 |  |
|  | | | | | | | | | | | | |
| Key areas(10-credit – at least one key area. 20-credit – at least two key areas)  Key Area 1: Society, Culture, and the Environment, Key Area 3: People, Events, and Issues in Australia’s History and Key Area 4: The Individual and Society | | | | | | | | | | | | |

Addendum – changes made to the learning and assessment plan

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| Use this section to describe any changes made to support students to be successful in meeting the requirements of the subject. For example, adjustments to the personal learning goals, or adjustments to personal learning goals for specific students within a like cohort. |

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 2 Modified: Society and Culture (20-credits)

The table below shows details of the planned tasks to support student(s) achieving their personal learning goals and chosen capabilities.

| Personal learning goals  (*identify PLGs with numbers)* | Name and details of assessment | Capabilities  *(Identify two or three capabilities)*  *Communication – Citizenship – Learning – Personal Development - Work* | | | Evidence of learning  (e.g. evidence the student uses to demonstrate their personal learning goals and relevant capabilities) |
| --- | --- | --- | --- | --- | --- |
| Cn | Cp | L |
| 1, 2 | Participating in the local community  Students have opportunities to undertake a series of in-school and out-of-school activities that encourage knowledge of, and participation in, the local community.  In-school activities may include access to websites listing local services. Out-of-school activities may include excursions to the local government council to investigate the range of community services available and the opportunities students have to become involved in these services.  This assessment is carried out over five sessions in Semester 1. | ✓ | ✓ | ✓ | Evidence: photographic journal. |
| 1, 3 | Geographical and environmental features of Australia  Students have opportunities to undertake a study of the geographical and environmental diversity of South Australia through websites, books and other materials.  Students have opportunities to participate in excursions to places of geographical and environmental significance in the local area.  This assessment is carried out over ten sessions in Semester 1. | ✓ |  | ✓ | Evidence: written or electronic folio. |
| 1, 2, 3 | Participating in the wider community  Students have opportunities to access websites and to take part in a series of out-of-school activities that encourage knowledge of, and participation in, the wider community, particularly in regard to welfare agencies. Welfare agencies could include both local agencies and wider Australian agencies, for example, Foodbank Australia, Mission Australia, Meals on Wheels, Royal Society for the Prevention of Cruelty to Animals (RSPCA), and the Animal Welfare League.  Students have opportunities to choose one of these agencies and present information about it in their folio of work.  This assessment is carried out over six sessions in Semester 2. | ✓ | ✓ | ✓ | Evidence: photographic journal. |
| 1, 2, 3 | Significant Australians and events  Students have opportunities to investigate aspects of Australian military history. This may include:   * significant military events * significant Australian people who have shaped military history events * recording and acknowledging such people and events.   Students may work in small groups or individually.  Topics may include Anzac Day, Remembrance Day, military honours and awards, campaign and service medals, the Australian Red Cross, Nurses and the Australian Women’s Land Army.  Students have opportunities to access The Australian War Memorial website when carrying out this investigation.  They have opportunities to participate in excursions where appropriate, for example, to the local war memorial.  Students are briefed carefully before and after activities that investigate loss and death. Sensitive students are monitored carefully throughout the activities.  This assessment is carried out over ten sessions in Semester 1. | ✓ | ✓ | ✓ | Written folio or PowerPoint / Photo Story. |
| 3 | Geographical and environmental features of Australia  Students have opportunities to study the geographical and environmental diversity of an Australian state or territory other than South Australia (see first assessment).  They have opportunities to access websites or other written and visual material about the unique geographical and environmental features of the chosen state.  Students may choose to include a simple comparison with South Australia’s unique features in their folios.  This assessment is carried out over nine sessions in Semester 2. | ✓ |  | ✓ | Written or electronic folio. |
| 1, 3 | Australia’s flora and fauna  Students have opportunities to investigate Australia’s unique flora and fauna through accessing maps, brochures and other materials in electronic or written form.  They have opportunities to participate in excursions to such places as the Adelaide Zoo, Monarto Zoological Park, Cleland Wildlife Park, the Adelaide, Mount Lofty and Wittunga Botanic Gardens, local native gardens and other local or state national parks.  This assessment is carried out over approximately nine sessions in Semester 2. | ✓ | ✓ | ✓ | Written or electronic folio or PowerPoint / Photo Story. |

Identification of Personal Learning Goals

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| When the student undertakes the same subject at Stage 1 and Stage 2, the goals should be a further development of those undertaken at Stage 1. If the student has not undertaken the subject at Stage I, the goals should show development of those undertaken in at least one other subject at Stage 1. | | |
| Student(s) | Number and description of personal learning goals | |
|  | 1 | *Increasing understanding of, and access to, the community through participating in field trips and excursions of social, cultural and environmental significance.* |
|  | 2 | *Gaining further independence by participating in the local and wider community and accessing information electronically about their services.* |
|  | 3 | *Continuing to develop deeper and richer learning experiences about Australian identity and the features, events, people and services that have helped shape it.* |

*Six to ten assessments for a 20-credit subject.*

*\* Communication (Cn); Citizenship (Cp); Personal Development (PD); Learning (L); Work (W)*

*Please refer to the Stage 1 and Stage 2 Modified Subjects subject outline.*