PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 2 Aboriginal Studies**

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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| SACESchool Code |  | Year |  | Enrolment Code |  | Program Variant Code (A–W) |
| Stage | Subject Code | No. of Credits (10 or 20) |
|  |  |  | **2023** | **2** | **A** | **B** | **G** | **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.
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**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 2 Aboriginal Studies

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 and Weighting** | **Details of assessment** | **Assessment Design Criteria** | **Assessment conditions**(e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- |
| **KU** | **DAS** | **ECR** |
| **Assessment Type 1: Learning Journey (40%)** | **DIVERSITY AND IDENTITIES**Create an article exploring the perspectives of at least 3 Aboriginal people on January 26th. This task is designed to highlight the **diversity and identities** of Aboriginal peoples, as well as Aboriginal narratives, so your article should include:* + Introduction of each focus person – their language group, how they identify in terms of their culture, and a bit of background information
	+ Their views on January 26th, and any historical or personal experiences that helped them form these views
	+ How they observe the day and what they would like to see in the future

Information can come from personal interview and/or or videos and articles created by Aboriginal peoples.  | KU1 | DAS1 |  | 800 words (with images if appropriate), OR multimodal / oral presentation to a maximum of 5 minutes  |
| **CULTURAL EXPRESSIONS**Create a blog or vlog reviewing 3 different pieces of art created by Aboriginal people, that you recommend others should see. Try to review a variety of pieces, e.g a song, film, book, comic, painting, performance, etc. This task is designed to help you engage with art as a form of **cultural expression**, so your blog/vlog should include:* + Information about the artist, including their cultural identity and any relevant life experiences
	+ A description of the art’s narrative (what it is about), including how it expresses culture
	+ What you personally found surprising/interesting/moving, especially in terms of helping you learn about experiences of significance to Aboriginal peoples
 |  | DAS2 | ECR1 | Blog or vlog, 800 words OR 5mins maximum, with images where appropriate.*In your work, remember to respect cultural protocols, including intellectual and cultural property rights.* |
| **CONTEMPORARY EXPERIENCES**Create a pamphlet or booklet about a **contemporary experience** for Aboriginal peoples: the revival of Cultural Burning practices. After watching the Australian Story Episode, *Fighting Fire with Fire* (about Victor Steffenson), you will need to investigate how Cultural Burning is practiced in other areas of Australia.To meet the assessment criteria of this task, your pamphlet/booklet should include:* + How cultural burning was historically practiced
	+ Past policies / events that disrupted this cultural practice, and the effects this had
	+ How cultural burning is being revived
	+ How cultural burning is practiced in other places around Australia, and how it may be practiced in the future
 | KU2 | DAS2 |  | Pamphlet or booklet, 800 words max |
| **Assessment Type 2: Social Action (30%)** | Your task is to work with others to collaboratively plan for and implement a social action, to make a difference in your own community about an area of significance for Aboriginal peoples/communities.Your social action can take place in your school or in another area of the community.The evidence of your social action should include:* What your chosen topic is, why it is of significance to Aboriginal peoples (this should show evidence of your engagement with Aboriginal people and/or sources)
* How the past continues to influence the present and future in relation to this issue
* The social action you plan to take, and the impact you hope it will have
* Evidence of your planning and collaboration (e.g. notes, runsheets, a journal, materials for the social action)
* The actual social action (e.g. photos, video), how it went, and the response to it (e.g. reflections or survey from participants)
* An evaluation and reflection of your own learning and changes to thinking
 | KU2 | DAS2 | ECR1ECR2 | Multimodal, oral or written form to a max of 9 minutes or 1500 words or multimodal equivalent.  |
| **Assessment Type 3: Acknowledgment****(30%)** | Write an acknowledgement, celebrating the achievements and impact of an Aboriginal person or organization.Once you have chosen a person or organization, decide which of the three contexts (Diversity and Identities, Cultural Expressions, Contemporary Experiences) to connect their experiences and accomplishments to. This should be woven throughout your work.Your acknowledgement should also include:* Aboriginal narratives related to your chosen person/organization – this may include the chosen person’s own words, other Aboriginal people’s perspectives on how this person has impacted them, or Aboriginal sources about the person/organization
* A deconstruction of past policies/events that impacted your chosen person’s life and experiences
* The impact your chosen person/organization has had on the present and future

Your acknowledgement should be appropriately referenced to show learning from / with Aboriginal sources, peoples and/or communities. | KU1KU2 | DAS1DAS3 |  | The acknowledgment may be multimodal, oral or in written form to a maximum of 12 minutes or 2000 words.  |

***Five assessments.*** *Please refer to the Stage 2 Aboriginal Studies subject outline.*