# 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** | **10** |  |

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 (10 credit)

# 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**

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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 6: *Evil and Suffering*). Students produce a 500 word rationale for an art exhibition containing 3 of the art works that we have explored as a class on the concept of Suffering and Solace. They will also need to produce short exhibit labels for each of the art works (150-200 words each). Both the rationale and the exhibit labels should be supported by research into the religious/ spiritual theme/s and concepts. | 1,2,3 |  | Student evidence includes:   * 500 word max rationale * Small screen shot of 3 images, each with exhibit labels 150-200 words each. * Bibliography |
| (Big Idea 2: *Community, Justice and Diversity)*  Students select one episode of the *Holy Switch* TV series to discuss in depth with one or two peers. As a group they develop 3-5 questions stimulated by the documentary to explore further, including the religious and/or spiritual concepts, experiences and beliefs explored in the documentary contribute to a sense of meaning for the individuals and groups/communities presented in the documentary. They hold a discussion/ socratic seminar to discuss the questions they devised, allowing up to 6 mins per participant. | 1, 3 |  | Student evidence includes:   * Video/ audio recording of discussion and/or transcript of discussion (up to 6 mins per person) * List of questions that framed discussion * Bibliography |

Assessment Type 2: Connections

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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: as a class, students visit and research religious and secular organisations who aim to address homelessness in South Australia.  In groups of 3, students select one organisation to research further. They explore relevant Christian principles of human dignity and love for ones’ neighbour and analyse the ways these principles influence the community through the work of the chosen organisation.  In their groups, students then develop a real or virtual event or program to advocate or provide support for the work of their chosen organisation eg. a group to participate in Hutt Street Centre’s Walk a Mile; an Instagram campaign to promote Outside the Square Café; a fundraising drive to support Share the Dignity; a Change.org petition for an increase in unemployment benefits etc.  Students individually evaluate the impact of their personal and shared actions in support of their chosen organisation, and contemplate the role the Lutheran Church, and the school as an extension of that, has in supporting social justice in our community. | 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 **product** could include: annotated photos, posters, screenshots of social media posts  Evidence of **collaboration** could include: action plan, meeting minutes, Google doc showing collaborative process and product development  Evidence of **research and reflective practice** could include: a blog/ vlog or journal reflections, bibliography, highlighted/ annotated articles |

Assessment Type 3: Issues Investigation

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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 Big Idea 2: *Community, Justice and Diversity*. 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 recorded podcast or debate on a topic such as: How is diversity celebrated and encouraged in my Parish community?  • a speech advocating for homeless youth for a specific audience, including strategies to address the issue locally and nationally, with justification drawn from Catholic Social Teaching  • an original composition about Climate Justice with artist statement that expresses the spiritual and/ or religious perspectives, concepts, ideas and beliefs that inspired/ are embedded in the composition. | 1, 3 | 1 | Maximum of 1000 words if written, a maximum of 6 minutes if oral, or the equivalent in multimodal form. |

*Three to four assessments (10-credit) Please refer to the Stage 1 Spiritualities, Religion and Meaning subject outline.*