# Pre-approved Learning and Assessment Plan

Stage 2 Spiritualities, Religion and Meaning

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 (10/20) |
|  |  |  |  | **2** | **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 |  |

# Assessment overview

Stage 2 Spiritualities, Religion and Meaning – 10 credit

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: Reflective Analysis – 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 1: *Growth, Belonging and Flourishing*)  As a class, students visit local church, St John’s and reflect on the meaning of this sacred place/space: how it generates sense of connectedness for individuals and groups within the community. Students invited to reflect on their own sense of belonging to St John’s. | 1, 3 |  | Students record a 6 minute photo story including images from their visit to the church, accompanied by a reflection about religious concepts, experiences and beliefs related to Big Idea 1 and their visit to St John’s. Research into history/ significance/ religious meaning of architecture, symbols etc should be referenced and a Reference List included. |
| (Big Idea 5: *Life, Universe and Integral Ecology*)  In response to guest speaker’s presentation on the issue of environmental refugees, students research and reflect on the topic from Catholic and Indigenous Spiritualities perspectives, considering possible strategies for transformative action. | 2, 3 | 1 | In groups of 3-4 students engage in a 18- 24 minute Socratic Seminar, drawing on notes from the guest speaker and any relevant pre-reading shared by group members. As a group they discuss possible strategies for transformative action. A video or audio recording and/or transcript of the discussion is to be submitted, along with a bibliography of pre-readings, if relevant. |

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 1: *Growth, Belonging and Flourishing)*  Class will explore how the personal quest to flourish as a human being and feel a sense of belonging is characterized and supported by Catholic beliefs and practices*.*  Students are invited to nominate one of the following options:   * In a small group, prepare a 10 min presentation/ activity for the year 7s on either Baptism, Confirmation or Eucharist, explaining how this sacrament cultivates a sense of belonging for individuals and communities * In a small group, plan and lead a 20 minute prayer service for peers (Care Group/ Assembly/ Retreat) with the theme of Growth * Lead a round table discussion at Liturgy Leaders meeting or parish youth group or “How does our Catholic school community/ parish help young people flourish? And what more could be done? * Other collaborative activity in negotiation with teacher | 1 | 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 **reflective practice** could include: a blog/ vlog or journal reflections, bibliography, highlighted/ annotated articles |

Assessment Type 3: Transformative Action – 30%

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| Assessment details | Assessment design criteria | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| For a 10-credit subject, students identify and research a local, national, or global issue related to a big idea of their choice, using primary and secondary sources.  Students:   * explore one or more spiritual and/or religious perspectives on their chosen issue * investigate one or more existing initiatives, and reflect on spiritual and/or religious beliefs and values as a motivation for social action and transformation * evaluate the efficacy of the initiative/s and suggest possible further actions. | For a 10-credit subject, the transformative action task should be a maximum of 1000 words if written, a maximum of 6 minutes if oral, or the equivalent in multimodal form.  The following specific features of the assessment design criteria are assessed in a 10-credit subject:   * exploration and analysis – EA1, EA2 * action and reflective practice – ARP3. | |

*Four assessments.*Please refer to the Stage 2 Spiritualities, Religion and Meaning subject outline.