PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Religion 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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| SACE  School Code | | |  | Year |  | Enrolment Code | | | | |  | Program Variant Code (A–W) |
| Stage | Subject Code | | | No. of Credits (10 or 20) |
|  |  |  |  | **1** | **R** | **E** | **L** | **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 Religion Studies (10-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 and Weighting** | **Details of assessment** | **Assessment Design Criteria** | | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- | --- |
| **KU** | **IA** | **C** | **APR** |
| **Assessment Type 1: Practical Activity**  **Weighting 30%** | Students choose a passage of text from a holy book (Bible, Al Quran, Torah etc.) and transform this into a children’s book/short story/short film, interpreting the story in light of modern day society. Students also submit an exegesis with their book/short story in which they demonstrate: knowledge and understanding of religious beliefs, perspectives and experiences; explanation of the connections between the religious lessons embedded in the text and how this impacts on personal and ethical decision-making; and, an understanding of the social significance of religion and spirituality in the context of story-telling. | 1, 3 | 2 | 2 |  | Part 1: children’s book/short story/short film – written or multimodal.  Part 2: exegesis – written.  This task will be completed over 2-3 weeks in class and for homework. |
| **Assessment Type 2: Issues Investigation**  **Weighting**  **40%** | Students work individually to investigate and respond to the question, ‘To what extent would religions working collaboratively in communities solve contemporary global issues?’ They rely on a range of investigative methods (interviews, surveys, visits, observations, film studies, and possible reference to library and/or internet research) and sources, including a minimum of three (3) religious documents and texts to justify their response. Students investigate and report on: the social and/or spiritual significance of the topic/issue; interactions between religion, culture, and society; methods of enquiry; how religious belief and values support a sense of personal meaning and/or identity; and how religious traditions affect personal and ethical decision-making. | 2 | 1 | 1, 2 | 2 | Written, oral or multimodal as negotiated with the teacher.  If written, 1000 words maximum or 6 minutes for oral, or the equivalent for a multimodal presentation. |
| **Assessment Type 3: Reflection**  **Weighting 30%** | In recognition of National Sorry Day, students work in small groups to plan, prepare and present an ecumenical liturgical celebration. Upon completion, students will be assessed individually based on their ability to explain and critically reflect on their learning and involvement in the liturgy by producing a reflective vlog (video blog). Students will be prompted with guiding questions to use as a stimulus to support their reflective response, ensuring they discuss the context of National Sorry Day, the religious and ethical issues within the context, and the impact religious experiences, beliefs and values contribute to a sense of personal meaning. | 2, 3 |  | 1, 2 | 1, 2 | Oral: 5 minutes.  This task will be completed over 5-8 weeks. |

***Three or four assessments.*** *Please refer to the Religion Studies subject outline.*