# Pre-approved Learning and Assessment Plan

Stage 2 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) |
|  |  |  |  | **2** | **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 |  |

# Assessment overview

Stage 2 Religion Studies – 10 credits

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:Source Analysis – weighting 30%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| KU | IA | AE | R |
| Defining Religion  Students are provided with secondary sources to read; these sources are analysed in response to questions set to assist the students in their analysis. Sources may be chosen from current newspaper articles on religious topics, appropriate cartoons, extracts from Internet sites such as Catholic Online, or Top 101 Sites on religion and sacred texts, or textbooks such as ‘Living Religions’. | 2 |  | 1,3 |  | Written response in the form of short answers to set questions.  Maximum of 1000 words. |

Assessment Type 2: Folio – weighting 40%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| KU | IA | AE | R |
| Religion in Australia – Essay  In discursive essay form, students discuss the contemporary religious landscape of Australia. Essay questions such as: “What is the evidence that Australia is essentially a religious country?” or “Religion is no longer an important aspect of Australian society” are set and students have choice of question. | 1 | 1,2,4 | 2 |  | Written response.  Maximum of 1000 words. |
| Pilgrimage – A Journey to the Heart of Ourselves  Students take part in an activity such as a “pilgrimage’ to Mary Mackillop sites, and use the insights gained to reflect on and analyse pilgrimage as a religious phenomenon. Activities will allow for exploration of aspects of Christian pilgrimage and will being with insights from guest speaker, a Catholic nun recently returned from pilgrimage in Spain. | 1 | 2,3,4 | 1 | 1,2,3 | Students may respond in written or in a multimedia format, to a maximum of 1000 words or 6 minutes if in oral from or equivalent in multimodal form. |

Assessment Type 3: Investigation – weighting 30%

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| --- | --- |
| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| External assessment | Students choose a religious or spiritual phenomenon or a religious issue linked to Australian or global society, for investigation. Students should undertake preliminary background research into the phenomenon or issue before seeking more contemporary and contextual information through the use of, for example, interviews, questionnaires, and current media sources.  Students collect, plan, and organise their materials to produce a comprehensive and integrated written report on their investigation. Students are expected to maintain a folio that verifies that the work is their own, containing preliminary data collection, sources, and background materials.  The report should be a maximum of 1000 words. |

*Four or five assessments. Please refer to the Stage 2 Religion Studies subject outline.*