# School-developed Learning and Assessment Plan form

Stage 2 Religion Studies

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| School |  | | Teacher(s) |  |
| Other schools using this plan | |  | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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** |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| School use only   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Approved |  | Not approved |  |  |      |  |  |  |  | | --- | --- | --- | --- | | Signature of Principal/delegate |  | Date |  | |

Addendum

Please only use this section for any changes made after the learning and assessment plan has been approved.  
Changes made to the 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 of changes

The changes made to the learning and assessment plan support student achievement of the performance standards and retain alignment with the subject outline.

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Religion Studies – 10 credits

Complete the table below to show details of the planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all 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 |
|  |  |  |  |  |  |

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 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Assessment Type 3: Investigation – weighting 30%

| 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.*