# 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** | **20** |  |

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 – 20 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 |
| Text Analysis  Students read a set number of texts about religion and society. In response to given questions, students demonstrate their knowledge and understanding of the nature of religion gained from their studies and refer to the sources to support their responses. | 1,2 |  | 1,2,3 |  | Responses to be a maximum of 1000 words if written or 6 minutes if presented in the oral mode. Completed in class under supervision. |
| Religion and spirituality in art  Students listen to a guest speaker talk about how her art is inspired by religion and spirituality; visit a church to view the religious art, and research sites of religious and/or spiritual art. Sources are analysed in response to set questions. Written responses should be in a form suitable for publication in a religious Journal of Art, and oral presentations should be developed to suit a podcast or similar for a religious website. | 1,2 |  | 1,2 |  | Maximum of 1000 words if written or 6 minutes if in oral form. |

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 |
| How religion and spirituality have changed  Students write a letter, to be placed in a time capsule, explaining to a person from a future era, how religion and spirituality have changed since the foundation of Australia. They explore what has changed and what has stayed the same. | 2 | 1,2,4 | 3 |  | Written letter up to a maximum of 1000 words. |
| The Dreaming  In discursive essay form, students discuss the ways in which the Dreaming provides a foundation for Aboriginal communities in contemporary society. A discussion of the meaning of the assessment design criteria will prepare students for structuring their essay. | 1,2 | 1,3,4 | 1,2 | 1,2 | Written response up to a maximum of 1000 words. |
| Religion in Australia  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. | 1,2 | 1,2,3,4 | 3 | 2,3 | Written response, maximum of 1000 words. |
| Critical reflection on charity within religion  In groups of three or four, students explain and critically reflect on their learning about, and involvement in, their ‘Project Compassion’ campaign. Their presentation includes the concept and role of charity within religion, in traditional and contemporary societies, and in the local and global social context. | 1,2 | 2 |  | 1,2,3 | Group presentation of a maximum 1000 words per student if written or a maximum of 6 minutes oral presentation, or equivalent if multimodal. |

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 2000 words. |

*Seven to nine assessments. Please refer to the Stage 2 Religion Studies subject outline.*