PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Aboriginal 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) |
|  |  |  | **2023** | **1** |  |  |  | **10** | **A** |

**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 Aboriginal 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** | **DA** | **ER** |
| **Assessment Type 1:**  **Learning Journey**  **Weighting**  **75%** | **Community Experience**  Create a reflection about your experiences at (teacher choice – an Aboriginal community event or excursion to an organisation, e.g. Tandanya).  Your reflection should include:   * A background of the event – its history, purpose and impact * A description of your participation in the activities at the events * How Aboriginal histories, cultures and identities were expressed at the event * What you found surprising/interesting/moving at the event, and a reflection on your learning or change in thinking |  |  | ER1  ER2 | Student choice of style – report, multi-modal or oral presentation, to a maximum of 800 words OR 5mins. Use images as appropriate, but remember to follow cultural protocols (e.g. asking permission to take photographs). |
| **Community Experience**  Your task is to contribute to a class map, showing Aboriginal-led programs or organisations that meet community needs and provide services.  You must share 3 contributions to the map, and include:   * The logo and any relevant images, placed on the class map * Information about the organisation (name, how it’s run, its aims and activities, etc) * How the organisation meets the needs of Aboriginal peoples * Why the organisation is important and future aspirations of the organisation   Your sources must be from Aboriginal people / writers, and interviews and visits are strongly encouraged. | KU2 | DA1 |  | Contributions to a class map, with images and a max. of 800 words. |
| **Community Enterprise**  Students investigate an Aboriginal business or initiative. Students research the origin, the purpose and communicate the success of this. A variety of options can be explored; Health, Law, Cultural tourism, Creative arts centres and other local initiatives. Students reflect on their learning from Aboriginal peoples and communities in a written report. | KU1 |  | ER1 | Written report.  800 words |
| **Assessment Type 2:**  **Creative Presentation**  **Weighting 25 %** | **Community Enterprise**  Your task is to create a presentation about an initiative to revive, share or maintain an Aboriginal language.  Examples of Aboriginal language initiatives are:   * local council dual naming and renaming of sites * apps using language * translations into, or media created in Aboriginal languages * new dictionaries or language classes   Your presentation should include:   * Information about the chosen language, e.g. region it was/is spoken, histories that impacted how the language was spoken and is spoken today * A description of the initiative to revive, share or maintain the language, including how the initiative was developed, and how it works today * Key people involved in the initiative, and what it means to them * The importance of this language to Aboriginal people to be able to revive, maintain or share their culture * A personal reflection on how this initiative has helped you understand the importance of language in general, and the specific chosen language | KU2 | DA1 | ER2 | Multimodal, to a maximum of  5minutes OR 800 words. Style is  student choice – it could  be a video, oral presentation,  interactive webpage, or another  idea. |

***Four assessments.*** *Please refer to the Draft Stage 1 Aboriginal Studies subject outline.*