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** | **B** |

**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**  Students view the First Inventors series (NITV/10Play) and choose a focus area to further research Students produce a power point or TED talk highlighting their learning from Aboriginal people | KU1  KU2 |  |  | Students produce a power point or TED talk.  To a maximum of 5 minutes or 800 words. |
| **Community Experience**  Students research one of the following;   * the recent changes/inclusions of Aboriginal memorials/statues across Australia   (examples include William Cooper, Adam Goodes, Massacre memorials)   * the recent developments in Repatriation including artefacts and remains (Return of artefacts from Museums across the world and Wangayarta-reburial site). | KU2 |  | ER1 | Students create a multimodal response: multimedia presentation, poster or other mode negotiated with teacher.  To a maximum of 5 minutes or 800 words. |
| **Community Enterprise**  Students research an Aboriginal enterprise such as *Blackfella films or Bangarra* and select one or more of the films or documentaries or dances to view*.* Students demonstrate their knowledge and understanding of narratives as told by Aboriginal peoples. They evaluate the impact of viewing the film(s)/dance(s) on their own learning and respectful understanding. | KU1 |  | ER2 | Written review to a maximum of 800 words or oral review to a maximum of 5 minutes. |
| **Assessment Type 2:**  **Creative Presentation**  **Weighting**  **25%** | **Community Experience**  Students analyse how contemporary art can explain and reflect Aboriginal narratives and accomplishments. Students choose an artist (written, creative, visual, performance) to deconstruct and analyse their work and highlight the importance of art and its messages about a significant political and/or social events. | KU1 | DA1 |  | Multimodal presentation or written report to a maximum of 5 minutes. |

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