# Pre-approved Learning and Assessment Plan

Stage 2 Spiritualities, Religion and Meaning

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 (10/20) |
|  |  |  |  | **2** | **S** | **R** | **M** | **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 Spiritualities, Religion and Meaning – 20 credit

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: Reflective Analysis – 40%

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| Assessment details | Assessment design criteria | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| Exploration and Analysis | Action and Reflective Practice |
| (Big Idea 1: *Growth, Belonging and Flourishing*)  As a class, students visit the local mosque, and reflect on its history, significance and religious meaning: how it generates sense of connectedness for individuals and groups within the community. They consider how the mosque influences and is influenced by the local community (eg. How does this mosque in Adelaide differ/ share common elements with the Sheikh Lotfollah Mosque? How has construction of a mosque drawn a community around it?)  Students invited to reflect on their own sense of belonging to the Mosque. | 1, 2 3 |  | Students record a 6 minute photo story including images from their visit to the Mosque, accompanied by a reflection. Research into history/ significance/ religious meaning of architecture, symbols etc should be referenced and a Reference List included. |
| (Big Idea 4: *Religion, Spiritualities and Ultimate Questions*)  In response to guest speaker’s presentation on prayer students engage in action research and reflect in small group on the ways prayer practices in the school/ classroom are influenced/ influence the school community. | 2, 3 | 2 | Students can choose evidence their learning as a 1000 word reflection, or a six minute multimodal presentation individually  OR they can engage in a group discussion of 2-3 (12-18 minutes). |
| (Big Idea 5: *Life, Universe and Integral Ecology*)  Students view documentary ‘True Cost’. They extend their understanding of the spiritual and/or religious perspectives, ecological and social justice issues through research and discussion. They design and apply a strategy for action or advocacy to address one specific aspect. They engage in reflective practice. | 1 | 1,3 | Students produce a 6 minute multimodal presentation explaining their chosen issue, the spiritual and/or religious perspective/s, showing the action/advocacy they designed and applied and sharing their reflective practice. |

Assessment Type 2: Connections – 30%

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| Assessment details | Assessment design criteria | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| Exploration and Analysis | Action and Reflective Practice |
| (Big Idea 5: *Life, Universe and Integral Ecology*)  The class will design a prayer garden for that promotes inclusion, interreligious dialogue and spiritual wellness  There are 5 mini projects teams:   * Plants: researching, selecting and planting herbs/ flowers/ trees that have a spiritual and/or religious significance * Art: working with local Indigenous artist to interpret and display story and place on the north wall * Sound: researching how sound and silence is used in spiritualities and/or religions and designing the sound scape using water/ pathway materials etc * Stillness/movement: research and designing places for movement and stillness in the garden (eg. Labyrinth/ meditation bench) * Sharing: developing social media/ newsletter articles to share the intention and outcome of the project with the school community | 1, 3 | 2,3 | Each student to submit evidence of individual and collaborative process and product up to max 2000 words or equivalent multimodal  Evidence of **product** could include: annotated photos, posters, screenshots of social media posts  Evidence of **collaboration** could include: action plan, meeting minutes, Google doc showing collaborative process and product development  Evidence of **reflective practice** could include: a blog/ vlog or journal reflections, bibliography, highlighted/ annotated articles |

Assessment Type 3: Transformative Action – 30%

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| Assessment details | Assessment design criteria | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| For a 20-credit subject, students identify and research a local, national, or global issue related to a big idea of their choice, using a range of primary and secondary sources.  Students:  • explore one or more spiritual and/or religious perspectives on their chosen issue  • develop and apply an initiative designed to generate transformative social change, or call others to action (advocacy), based on spiritual and/or religious values  • evaluate the impact and/or possible future implications of their initiative on stakeholders, and reflect on spiritual and/or religious belief as a motivation for social action and transformation. | For a 20-credit subject, the transformative action should be a maximum of 2000 words if written, a maximum of 12 minutes if oral, or the equivalent in multimodal form.  The following specific features of the assessment design criteria are assessed in a 20-credit subject:  • exploration and analysis – EA1, EA2  • action and reflective practice – ARP1, ARP3. | |

*Five assessments.*Please refer to the Stage 2 Spiritualities, Religion and Meaning subject outline.