PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 2 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) |
|  |  |  | **2018** | **2** | **A** | **B** | **G** | **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 |  |

Stage 2 Aboriginal Studies

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** | **DAS** | **ECR** |
| **Assessment Type 1: Learning Journey (40%)** | Diversity and Identities  Students will deconstruct and analyse experiences of significance to Aboriginal people through exploring historical, political, social and economic influences over time, including the impact of Government policy. Students will explore concepts of resistance and survival as well as identify the accomplishments of diverse groups of Aboriginal people. | KU1 | DAS2 |  | Newspaper article or website article to a maximum of 800 words. |
| Cultural Expressions  Students investigate Aboriginal cultural expressions in the form of poems, song lyrics or monologue’s to explore and understand the diversity of narratives told by Aboriginal peoples through the Arts.  Students explore and communicate the historical, political and social importance of these expressions. They evaluate and reflect on their own learning and on their understanding of the diversity and significance of Aboriginal cultural expressions. | KU2 |  | ECR1 | Vlog or blog to a maximum of 5 minutes or 800 words. |
| Contemporary Experiences  Students investigate, deconstruct, and analyse a contemporary experience of significance to Aboriginal people. Students investigate experiences of ongoing resistance and survival as told by Aboriginal people, and demonstrate understanding of how the past influences the present. Students evaluate and reflect on their own learning about the ongoing experiences of Aboriginal peoples and communities. |  | DAS2 | ECR1 | Multimedia presentation to a maximum of 5 minutes or 800 words. |
| **Assessment Type 2: Social Action (30%)** | Students collaboratively plan and implement a social action to demonstrate their knowledge and understanding of narratives told by Aboriginal peoples with the intent of educating others. Students deconstruct and analyse experiences of significance to Aboriginal people in order to better understand how the past influences the present. Students evaluate and reflect on the own learning and on their contribution to collaboration through the process of implementing their social action. | KU2 | DAS1 | ECR1  ECR2 | Multimodal, oral or written form to a max of 9 minutes or 1500 words or multimodal equivalent. |
| **Assessment Type 3: Acknowledgment**  **(30%)** | Students select an Aboriginal individual or Aboriginal organization to Acknowledge for their contribution to make change and influence others in a positive way.  Students select one of the three contexts (Diversity and Identities, Cultural Expressions, Contemporary Experiences) to provide the lens for creating their acknowledgement. The acknowledgment is an opportunity for students to demonstrate and apply their knowledge and understanding of narratives and accomplishments as told by Aboriginal peoples. Students deconstruct and analyse how the past influences the present and synthesise their learning from and with Aboriginal peoples and/or communities. | KU1  KU2 | DAS1  DAS3 |  | Multimodal, oral or written form to a max of 12 minutes or max 2000 words, or multimodal equivalent. |

***Five assessments.*** *Please refer to the Stage 2 Aboriginal Studies subject outline.*