# Aboriginal Cultural Knowledge and Learning

# Student-led learning — Criteria and indicator checklist Stage 1

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| Assessment | Assessment conditions | |
| Evidence of learning may include but is not limited to   * discussion and/or reflection upon ways of knowing, being and doing demonstrating skill/knowledge in action * a product or artifact of learning * a letter of support * photos/videos * teacher meeting notes   Discussion based interviews   * single interview/presentation * multiple discussions/check ins | | * Option for a support person to attend the interview with the student (family, community member, Elder, teacher etc.) * Assessor to clarify with student and any community members that culturally significant information does not need to be shared within the assessment process. |

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| Student name: | SACE reg no: | SACE credits awarded (10 or 20) |

\* Please attach the Record of Evidence note sheet with any supporting evidence provided (if applicable).

I confirm that the evidence described below is an accurate record of the evidence provided.

I confirm the evidence described is equivalent to a 60-hour SACE Stage 1 course

|  |  |  |  |
| --- | --- | --- | --- |
| Assessor name and signature |  | Date |  |
|  |  |  |  |
| Second assessor/advocate name and signature (optional) |  | Date |  |

Stage 1 10 or 20-credit learning criteria indicator checklist

| Learning criteria | Number of indicators required | Indicator | Indicator Achieved |
| --- | --- | --- | --- |
| Knowing  Knowledge and Understanding | Students must show evidence of learning in three (3) of these seven (7) indicators for a 10-credit subject and five (5) of these seven (7) indicators for a 20-credit subject | Describes understanding of cultural knowledge/skills/practice |  |
| Identifies and shows understanding of the relevant individuals, groups and communities’ impact on cultural knowledge and learning |  |
| Identifies and can describe the diversity of perspectives within and between Aboriginal and non-Aboriginal communities in Australia, highlighting the richness of their cultural contexts. |  |
| Shows awareness of the (ongoing) impact of historical events on Aboriginal people and/or communities |  |
| Shows an awareness of current affairs and emerging themes on Aboriginal people and/or communities |  |
| Describes the application of cultural knowledge, skills and/or practices |  |
| Reflects on individual progress towards development of cultural knowledge and learning with some evidence (as appropriate) |  |
| **Doing**  Impact and Contribution | Students must show evidence of learning in three (3) of these six (6) indicators for a 10-credit subject and five (5) of these 6 indicators for a 20-credit subject | Provides at least one example of a meaningful interaction with Aboriginal Communities (Elders, Leaders and community members) |  |
| Demonstrates ability to start applying knowledge and learning in a practical manner for self |  |
| Develops learning/skills/practices to contribute to community |  |
| Engages with others/communities to develop skills/knowledge and practices to contribute to cultural events/activities |  |
| Can incorporate some Aboriginal language of their choice to demonstrate aspects of their learning |  |
| Shares cultural learning with others |  |
| Being  Personal Meaning | This is an essential criterion and must be met for 10 or 20 credits | Describes the impact/benefits of cultural knowledge and/or learning activity to self |  |

# Record of evidence

|  |  |  |
| --- | --- | --- |
| Student name | SACE Number | SACE credits awarded (10 or 20 credits) |
|  |  |  |

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| Knowing  Knowledge and understanding |

This form is to be used by the assessor to make notes during the student’s interview/discussions as a record of evidence presented by the student.

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| Doing  Impact and contribution |

Please also note any artefacts etc that were shared.

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| Being  Personal meaning |

I confirm that the evidence described above is an accurate record of the evidence provided.

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| --- | --- | --- | --- |
| Signature of student |  | Date |  |
|  |  |  |  |
| Signature of assessor |  | Date |  |