# School-developed Learning and Assessment Plan form

Stage 2 Spiritualities, Religion and Meaning (from 2022)

|  |  |  |  |
| --- | --- | --- | --- |
| School |  | Teacher(s) |  |
| Other schools using this plan |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SACE school code |  | Year |  | Enrolment code |  | Program variant code (A–W) |
| Stage | Subject code | No. of credits  |
|  |  |  |  | **2** | **S** | **R** | **M** | **20** |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  School use only

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Approved |  |  Not approved |  |   |

|  |  |  |  |
| --- | --- | --- | --- |
|  Signature of Principal/delegate |  | Date |  |

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Addendum

Please only use this section for any changes made after the learning and assessment plan has been approved.
Changes made to the 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 planthe rationale for making the changeswhether these changes have been made for all students, or for individuals within the student group.  |

Endorsement of changes

The changes made to the learning and assessment plan support student achievement of the performance standards and retain alignment with the subject outline.

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Spiritualities, Religion and Meaning

Complete the table below to show details of the planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all assessment design criteria.

Assessment Type 1: Reflective Analysis – 40%

|  |  |  |
| --- | --- | --- |
| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| Exploration and Analysis | Action and Reflective Practice |
|  |  |  |  |
|   |   |  |  |
|  |  |  |  |

Assessment Type 2: Connections – 30%

|  |  |  |
| --- | --- | --- |
| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| Exploration and Analysis | Action and Reflective Practice |
|  |  |  |  |

Assessment Type 3: Transformative Action – 30%

|  |  |  |
| --- | --- | --- |
| 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.