# SACE Board LogoAboriginal Cultural Knowledge and Learning

# Student-led learning — Criteria and indicator checklist Stage 2

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| Assessment | Assessment conditions |
| Evidence of learning may include but is not limited to:* an interview/verbal plus any other relevant/practical demonstration
* 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 that the evidence described is equivalent to a 60-hour SACE Stage 2 course

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

Stage 2 10 or 20-credit learning criteria indicator checklist

| Learning criteria | Number of indictors required | Indicator | Indicator Achieved |
| --- | --- | --- | --- |
| KnowingKnowledge 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 7 indicators for a 20-credit subject | Demonstrates deep understanding of cultural knowledge/skills/practice  |  |
| Reflects on the impact of the relevant individuals, groups and communities’ impact on cultural knowledge and learning  |  |
| Compares and contrasts the diverse perspectives within and between Aboriginal and non-Aboriginal communities in Australia, highlighting the richness of their cultural contexts.  |  |
| Demonstrates a significant understanding of the (ongoing) impact of historical events for Aboriginal people and/or communities  |  |
| Demonstrates knowledge and relevance of current affairs and current and emerging themes relevant to Aboriginal people |   |
| Demonstrates understanding of the application of cultural knowledge, skills and/or practices in different contexts |  |
| Evaluates the process of development of cultural knowledge and learning using a range of evidence to support understanding (as appropriate)  |  |
| DoingImpact 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 examples of a range of meaningful interactions with Aboriginal Communities (Elders, Leaders and community members)  |  |
| Demonstrates ability to successfully apply knowledge and learning in a practical manner for both self and others  |  |
| Develops learning/skills/practices to contribute to the wider Aboriginal community |  |
| Engages with others/communities to apply skills/knowledge and practices to contribute to cultural events/activities  |  |
| Can confidently incorporate Aboriginal language of their choice to demonstrate aspects of their learning. |  |
| Confidently shares cultural learning with others  |  |
| BeingPersonal Meaning | This is an essentialcriterion and must be met for 10 or 20 credits | Reflects on the value of cultural knowledge and/or learning/activity for self and others  |  |

# Record of evidence

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

Please also note any artefacts etc that were shared.

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| KnowingKnowledge and understanding |

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| DoingImpact and contribution |

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| --- |
| BeingPersonal meaning |

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

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