



School-developed Learning and Assessment Plan form

Stage 2 Society and Culture

School Golden Grove High School Teacher(s) Grant

Other schools using this plan _____

SACE school code			Year	Enrolment code			Program variant code (A–W)
1	0	6	2021	Stage	Subject code		No. of credits (10 or 20)
				2	S	O	R
							20
							B

School use only

Approved Not approved

Signature of Principal/delegate _____ Date _____

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

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 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 Society and Culture – 20 credits

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: Folio – weighting 50%

Assessment details	Assessment design criteria				Assessment conditions (e.g. task type, word length, time allocated, supervision)
	KU	IA	CI	EC	
<p>Group 2 Topic: Contemporary Challenges – Contemporary Contexts of Aboriginal and Torres Strait Islander Peoples</p> <p>Captain Cook 250</p> <p>Students analyse commemoration of the 250th anniversary of James Cook's exploration of Australia in 2020, including responses by Indigenous Australians. They then look ahead to the next major anniversaries of European settlement for Australia (2038 – 250 years) and South Australia (2036 – 200 years). They provide an informed opinion as to how these anniversaries should be approached.</p>	2	2	-	1	<p>Report Written Max. 1500 words Or alternative negotiated format</p>
<p>Group 1 Topic: Culture – The Material World</p> <p>Collecting the Now</p> <p>Students learn about the role of social history museums in collecting and preserving artefacts from everyday life. They choose two artefacts and make a proposal to the History Trust of South Australia as to why their curators should collect them as a representation of life in 202-. Students then compare this to the Foundling Museum's innovative COVID Letters project.</p>	3	1	-	2	<p>Two annotated artefacts, plus social history introduction and COVID Letters conclusion Multimodal Equiv. to 7 mins</p>
<p>Group 3 Topic: Global Issues – People and Power</p> <p>Always Was, Always Will Be – Kaurana Land</p> <p>Students design an itinerary for international visitors to Adelaide seeking to learn about Kaurana culture. They then survey a small sample of Adelaide residents to assess their knowledge of Kaurana culture. Students present their new resource for international tourists to the SA Tourism Commission, along with an argument about what the SATC could do to increase local knowledge of Aboriginal culture in "our own backyard".</p>	1	2	-	1	<p>Brochure/poster Survey results Draft email to SATC Written/multimodal Equiv. to 1500 words</p>
<p>Group 1 Topic: Culture – The Material World</p> <p>Statue Wars</p> <p>Students learn about the contemporary global debate regarding statues, including the removal of Edward Colston's statue in Bristol in 2020. They then conduct fieldwork in the Torrens Parade Ground precinct. They present analysis of five sites: ATSI War Memorial, Vietnam War Memorial, Vietnamese Boatpeople Monument, Pioneer Women's Memorial Garden, and Angas Memorial.</p>	3	1	-	2	<p>PowerPoint Presentation Multimodal Equiv. to 7 mins</p>

Four assessments. Please refer to the Stage 2 Society and Culture subject outline.

Assessment Type 2: Interaction – weighting 20%

Assessment details	Assessment design criteria				Assessment conditions (e.g. task type, word length, time allocated, supervision)
	KU	IA	CI	EC	
<p><u>Interaction (Oral)</u></p> <p>Group 3 Topic: Global Issues – People and Power</p> <p>Rafa Rafa Role Play</p> <p>The class participates in the Rafa Rafa role play, which focusses on intercultural understanding between the ‘Alpha’ and ‘Beta’ cultures. In their recording students attempt to describe the role play, reflect on behaviours they observed, and how it can be applied to our learning in other tasks and/or real life situations.</p>	3	-	3	1	<p>Active participation in the roleplay (observed by teacher)</p> <p>Recorded Reflection 5 mins</p>
<p><u>Interaction (Group)</u></p> <p>Group 2 Topic: Contemporary Challenges – Contemporary Contexts of Aboriginal and Torres Strait Islander Peoples</p> <p>Generation of Change</p> <p>Students participate in Reconciliation SA and Act Now Theatre’s <i>Racism. It Stops With Me</i> award-winning <i>Generation of Change</i> program, as the foundation for a relevant social action/s. Students will act in consultation with Mirnu Wirra, the GGHS Aboriginal Education centre. The whole class may elect to form one group, or it may negotiate to work in smaller sub-groups.</p>	2	-	1, 2, 3	2	<p>Evidence of social action</p> <p>Group evaluation</p> <p>Recorded whole-class discussion</p> <p>Individual evaluation Max. 4 mins</p>

Assessment Type 3: Investigation – weighting 30%

Assessment details	Assessment conditions (e.g. task type, word length, time allocated, supervision)
External assessment	<p><i>Students undertake an independent, focused investigation of a negotiated contemporary social or cultural issue in a local and/or global context and present their findings in a written report. The issue may be derived from a topic in this subject outline or may be linked to a student’s personal interest. It is essential that the issue or topic has a clearly defined focus. Students are encouraged to identify and analyse primary as well as secondary sources of information in gathering evidence about the issue. To help in the verification of their work, students should keep a folio of support materials and documents that outline the processes of preliminary data collection. The folio is not submitted for assessment.</i></p> <p><i>A maximum of 2000 words for a 20-credit subject. Students must acknowledge sources appropriately.</i></p>