# Pre-approved Learning and Assessment Plan

Stage 2 Society and Culture

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) |
|  |  |  |  | **2** | **S** | **O** | **R** | **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 |  |

# Assessment overview

Stage 2 Society and Culture – 20 credits

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 1:Folio – weighting 50%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| KU | IA | CI | EC |
| Social Change reflected in Material Culture  (Group 1: The Material World)  Students explore what Material Culture means. They research information from both primary and secondary sources, with a focus on interviewing, in order to analyse and evaluate how Australian social and cultural attitudes, values and beliefs in relation to aspects of growing up and family life, have changed over time and how this change is reflected in particular objects. Students present their findings as a “field guide”, including a cultural artefact, documenting a particular aspect of Material Culture with an accompanying evaluation. | 1,2 | 1 |  | 2 | Illustrated field guide, up to a maximum of 1500 words. |
| Consumer Culture  (Group 1: The Material World)  Students consider the relationship, or tension, between spirituality and consumer culture. They explore alternatives to consumer culture and the pressures to conform and consume. They consider questions such as “Is ethical wealth a contradiction?” Students investigate ways of promoting wellbeing and social justice. | 1,3 | 1 |  | 2 | Written report up to a maximum of 1500 words. |
| Research and Magazine Feature Article  (Group 2: Social Ethics)  Students research a variety of perspectives on the issue of Asylum Seekers, including the rights of refugees, the myths surrounding the issue, and Australia’s response. They draw conclusions in answer to the question “Is Australia’s response the most compassionate one?” Their report is presented in the form of a magazine article. | 1,3 | 2 |  | 1 | Magazine feature article up to a maximum of 1500 words. |
| Media Study and Report  (Group 2: Social Ethics)  Students view documentaries and contemporary films by Indigenous filmmakers, and conduct research into issues faced by Aboriginal and Torres Strait Islander young people. Students may produce their findings as either a written report, or in an equivalent multimedia format. | 1,2 | 2 |  | 1,2 | Written report of up to a maximum of 1500 words or the equivalent multimedia format. |

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 |
| Group Interaction  (Group 3: A Question of Rights)  In allocated groups, students investigate justice and rights issues, particularly with a local focus, such as refugee groups in the community. Collectively, each group will inquire, analyse and plan a collaborative social action. In addition, each group will provide evidence of, and evaluate, the success of the social action and its relevance to their inquiry. | 1 |  | 1,2,3 | 1,2 | Students are assessed on both their collaborative skills and their individual contribution to the group. |
| Individual Oral Interaction  (Group 3: A Question of Rights)  Students imagine that they represent a group whose ethical aim is to protect and promote human rights. They take on the role of human rights activists and present their findings in an oral form, with visual and multimedia support, to a specified audience. | 1 |  | 1 | 1,2 | Oral presentation to a maximum of 5 minutes. The oral interaction should be clearly documented and must be supported by evidence. |

Assessment Type 3: Investigation – weighting 30%

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| --- | --- |
| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| External assessment | *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.*  *A maximum of 2000 words for a 20-credit subject. Students must acknowledge sources appropriately.* |

*Seven to nine assessments. Please refer to the Stage 2 Society and Culture subject outline.*

Thanks to Moira Stevens of Nazareth College for this LAP.