# 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 |
| Symbolic Representation  Students construct a symbolic representation depicting a range of elements related to “The Material World”. Aspects students may select to represent include: values, cultural artefacts, power and status, inter-relationships between people society and culture and forces of social change. Students produce a written justification of their symbol choices. | 1,2,3 | 1,2 |  | 2 | Symbolic representation to be completed on an A3 sheet of paper. The written justification has a maximum word limit of 1500 words.  Approximately 3 weeks of class time. |
| Media Misrepresentation  Students analyse the portrayal of women in the media, considering factors such as the accuracy of images used, the power of the media to influence perceptions, the sexualisation of women and ways in which the media might be held more accountable. Students will view Miss Representation, an American documentary that explores the connection between the way in which women are portrayed in the media and their underrepresentation in positions of power (including government, corporations and the media). It discusses how the rapid increase in the use of technology and access to the internet in recent years is having a detrimental effect on society as we are coming to perceive increasingly violent and sexualised images to be the norm. Students conduct a short survey to obtain public perceptions about the way the media portrays women. Finally, students draw conclusions about the way that the media misrepresents and influences our perceptions of women in society and make recommendations about social action that could be taken. | 1,2,3 | 1,2 |  | 1,2 | Report consisting of two sections: Analysis and Conclusion.  Maximum word limit of 1500 words.  Approximately 3 weeks of class time. |
| Society & the Internet  Students are required to investigate the impact of the internet on 21st Century society. In their response, students are expected to consider the impact of the internet in a variety of cultures and contexts. Students must support their response with reference to both primary and secondary sources. | 1,2 | 1 |  | 1,2 | Report appropriately structured.  Maximum word limit of 1500 words.  Approximately 3 weeks of class time. |
| New Internationalist  Students will research a human rights issue and present their findings as a condensed version of an edition of the New Internationalist magazine, including an article(s), fact sheet and opinion. Students will be required to take a balanced view of the issue, which considers: the scope and global context of the issue and how social change can be achieved in response to the issue. | 1,2,3 | 1,2 |  | 2 | Magazine format: Article (800 -1000 words approximately), fact sheet (2 x A4 pages) and opinion (approximately 500-700 words)  Students will be given approximately 3weeks of class time. |

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 |
| *Oral Activity*  Students investigate the extent to which technology is a force for social cohesion or division. Students prepare a 5-minute multimedia presentation that explores the divisive or cohesive impact of technology in a global context. | 1,2,3 |  |  | 1,2 | 5 minute oral presentation (multimodal)  Students will be given approximately 3 weeks of class time for this task. |
| *Group Activity*  Students work in a group to plan, undertake and evaluate social action related to an inquiry in the A Question of Rights topic. Students will undertake social action in a whole school “Social Action lunch time” where they will raise money and/or awareness about different human rights issues. After the event, students will participate in a collaborative evaluation by presenting a debrief to the class which reflects on what worked well and how the social action could be improved in future. Groups are expected to use a PowerPoint presentation to support their debrief session. To demonstrate their individual contribution, students will submit a journal that contains evidence of their contribution to the social action and an evaluation of this contribution (600 word maximum). | 1,2 |  | 1,2,3 | 1,2 | Collaborative Evaluation: Debrief presentation to the class. (5 - 10 minutes)  Evidence of individual contribution: journal and individual evaluation (600 word max.) of contribution. Teacher observations will also support the grade decision for individual contribution.  Students will have weekly group meetings in double lessons (about 4) and then work collaboratively for one week leading up to the Social Action lunch time. Students will also have approximately one week of lessons to prepare the debrief session and write their individual evaluation. |

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 Jacqui Jury & Carolyne Williams for this LAP.