PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Modern History**

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) |
|  |  |  |  | **1** | **M** | **O** | **D** | **10** |  |

**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 |  |

Stage 1 Modern History (10-credits)

Assessment Overview

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 and Weighting** | **Details of assessment** | **Assessment Design Criteria** | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| **UE** | **AE** | **A** |
| **Assessment Type 1: Historical Skills**  **Weighting 70%** | **Imperialism – Research Essay**  ***External challenges to the imperialists in maintaining control of colonies. Examples include war, trade, disease, changing attitudes.***  ‘*At Dien Bien Phu the French lacked tactics, strategy and operational procedures which contributed significantly to their defeat’. Argue your case”*  Students produce an ***essay*** which uses reasoned historical arguments, based on ideas from a variety of primary and secondary sources. | 1, 2 | 2, 3 | 2 | * 1200 words maximum |
| **Imperialism – Source Analysis**  ***The social, political, and economic legacy of imperialism and independence. Examples include transition to alternate forms of government; social and cultural legacy; language; social costs; foreign policies and trade.***  Students are to respond to a series of ***source analysis questions*** based on a variety of primary and secondary sources.  Sources are provided for the students, and content covers the outcome of the Geneva Peace Accords, and foreign relationships between the Vietnamese and the United States. | 1, 2 | 1, 2 | 2 | * 1 hour under supervision + 10 minutes reading and planning time * 800 words maximum |
| **Social Movements – Film**  ***The methods employed by institutions, people, and groups to promote and resist change. Examples include protest marches, civil disobedience/passive resistance, and violence.***  ***The short- and long-term influence and legacy of the movement, and changing perspectives of the movement over time.***  Students create a ***documentary*** which explores Anti-War protests in an American context. Students will incorporate primary and secondary sources, and cover;   * The objectives and methods of this protest/group/ individual, and make reference to any significant key dates of action in relation to the War * The role of the individuals involved * Evaluate the impact of the protest / group – what impact did it have on the social and political context at the time in the US? How was this influenced by the power of media? * Evaluate the impact protest movements had on the outcome of the war. | 2 | 2,3 | 1 | * 3-4 minutes per student / 6-8 minutes in total |
| **Assessment Type 2: Historical Study**  **Weighting**  **30%** | Based on Gardener’s Multiple Intelligences, students are to produce a **negotiated project** on the decolonization of Vietnam / Anti-War Movements associated with the Vietnam War.    Students will demonstrate knowledge and understanding of selected movements, events, individuals, groups, institutions, societies and societies  Students will demonstrate skills which allow them to research, critically analyse, interpret and synthesise primary and secondary sources, draw conclusions, and communicate their knowledge in reasoned historical arguments | 1, 2 | 2, 3 | 1, 2 | * Variety of written / multimodal presentations * Maximum 1000 words / 5 minutes oral |

***Four assessments.*** *Please refer to the Stage 1 Modern History subject outline.*