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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| SACESchool 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.
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**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%** | **Rights of Indigenous Peoples** Students will examine the relationship of the Native Americans with their land and the dispossession from the land. After class discussion, watching visual sources, listening to songs and reading speeches made by various leaders, students will be required to write a creative and **empathetic response.** Students explore the historical concept of perspective and interpretation as well as showing an understanding of the role of events, ideas or people.  | 1,2 | 3 | 1 | Students can choose to write a song, poem, speech or obituary. Word limit is 600 words. |
| **Revolution** – Russia. Students study pre-revolutionary conditions and events that lead to the overthrow of the Tsarist regime. Students will then construct a **front page of a Newspaper** of a selected event. Students will be required to include 3 different stories and a captioned photo. Through their stories, students will explore historical concepts of perspective and interpretation, cause and effect and an understanding of the role of events and people. They will use evidence to support their stories.The newspaper must have an authentic appearance. | 1,2 | 2 | 2 | Students can choose any event from the Russian Revolution in creating their stories.Word limit is 1000 words. |
| **Revolution**- Russia. Students will be required to research and develop a **source analysis** related to the revolution. They are to collect the sources and discuss the reliability, usefulness and make conclusions about each source. They will explore the historical concept of contestability, perspective and interpretation. They will also use historical skills of application and evaluation when they examine, use evidence to support their arguments, draw conclusions and communicate a reasoned historical argument with acknowledging each source.  | 1 | 1, 2, 3 |  | Students will have to choose their own sources to examine and evaluate. Word limit is 600 words. |
| **Assessment Type 2: Historical Study****Weighting****30%** | After class discussion on the topic of Current Abuse of Human Rights students will be given the opportunity to carry out research and an historical study of this subject. Students will also be given the opportunity if they wish to design their own historical study with discussion with the teacher. | 1,2 | 1,2,3 | 1,2 | Students will either conduct their Historical Study on the class topic or are free to choose and interest of their own.Final format can be either 1000 word essay or report or a 6-minute multimodal presentation. |

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