# Pre-approved Learning and Assessment Plan

Stage 1 Politics, Power and People (from 2021)

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 | P | P | P | 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 |  |

# Assessment overview

Stage 1 Politics, Power and People — 10-credit

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%

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| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| **C&CT** | **C&C** | **U&ER** | **R&A** |
| **Compulsory Theme: Understanding How Politics Works** |  |  |  |  |  |
| Task 1: Creating a political party  Students identify and investigate Inquiry Question 3, ‘How different are the political parties in Australia?’ by focusing on the history, values, and policies of any two current political parties in Australia.  Students create their own political party to reflect their personal aspirations and views. Also, students indicate their parties’ political positioning, its platform, logo, policies, and how its advertising will attempt to appeal to the broader polity to make it politically relevant. | CCT1 | CC1  CC2 | UER2 | RA1 | * A collaborative report in three parts in small groups * 600 written words on two current political parties in Australia highlighting differences and similarities * 400 written word statement on the policies of their own political party * A collaborative presentation to the class up to 5 minutes focusing on the success or/ and otherwise on the likely success of their political party * 15 hours of class time |
| **Compulsory Theme: Understanding How Politics Works** |  |  |  |  |  |
| Task 2: Essay writing on Elements of Politics in Australia  Students demonstrate their engagement with the underpinning ideas, the thematic content and knowledge learned from interaction with teachers and peers throughout all the four Inquiry Questions:  *1. What is politics?*  *2. What is Australian politics?*  *3. How different are the political parties in Australia?*  *4. In what ways does your vote count?*  to answer **one** of the following:  (1) Evaluate the claim that Australia is a democratic country  (2) Evaluate the claim that the Australian Constitution is out of date  (3) Evaluate the claim that Australia’s voting systems have always produced a fair outcome  Teacher facilitates the drafting and feedback while incorporating peer review as a key formative focus during the drafting phases. The interchange of ideas and feedback between an individual student and student groups is strongly encouraged. Teacher to move about the room to provide initial guidelines and prompts rather than specific comments. | CCT2 | CC1 | UER1  UER2 | RA1  RA2 | * Individual written essay * A maximum of 800 words to be completed during lesson time with two opportunities for drafts allowed * 12 hours of class time * Teacher can consider assessing CC2 if required. |

Assessment Type 2: Source Analysis – weighting 20%

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| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| **C&CT** | **C&C** | **U&ER** | **R&A** |
| **Compulsory Theme: Understanding How Politics Works or Option Theme 5: Migration and Membership: The Politics of its Meaning** |  |  |  |  |  |
| Task 1: Living Sources external to the classroom  Teacher or/ and students visit either in real-time and/ or online two or more city sites as appropriate living sources such as the State Library, Centre of Democracy, Migration Museum and North Terrace Plaques.  Teacher or/and students may consider comparing migration policies of today sourced from the State Library with those policies sourced from the Migration Museum with a focus on the 1901 White Australia Policy.  Alternatively, students can consider choosing a politician from the North Terrace plaques and analyse his/her impact from information as sourced from both the Centre of Democracy or/ and other electronic sources.  Students are given a choice to remotely access national sites from other Australian capital cities to answer a range of teacher-directed questions linked to both past and current political issues.  Students demonstrate sources analysis skills, for example, comparison, usefulness, inference when reporting their research.  Teacher considers engaging students in the assessment task during the History Month in Semester One for a richer connection to the historical aspects and to stress the idea of the living source and how sources evolve due to the changing interpretation and perspectives. | CCT1 | CC1 | UER2 | RA1 | * Students use 4 hours of class time to consider the general strengths and weaknesses of the sources under consideration (visited in real and/ or virtual time) * Students can negotiate the presentation modes and might be guided by a written report of a maximum of 800 words * Students must incorporate some level of photographic/fieldwork/image evidence * A further 12 hours of class time are allowed to complete the task * Teacher can consider assessing other performance standards if required |

Assessment Type 3: Investigation – weighting 30%

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| **Option Theme 6: Reimagining our Future** |  |  |  |  |  |
| Students select an international issue related to Inquiry Question 1, *‘What are the world’s biggest global political concerns?’*. (Note: Students can negotiate with the teacher to investigate on other themes).  Teacher and students might consider one of the following international issues:   * COVID-19 * Climate Change * Black Lives Matter * Sources and Causes of Global Inequalities * Threats to Australia in the Indo-Pacific * The Impacts of the Personalities of Selected Global leaders * Student choice negotiated with the teacher   Students evaluate the extent to which an individual can participate and influence decision-making processes. Also, students reflect not only on their potential responses to the identified problem/s but also on the feasibility of their proposed solution/s.  Teachers might consider giving weight to the student's voice by encouraging them to review the potential effectiveness of their involvement and consider if and how they can make an impact. | CCT1  CCT2 | CC1 | UER1 | RA1  RA2 | * 16 hours of class time * Assessment mode to be by negotiation with a maximum of 1000 words or if multimodal equivalent as a strong guide. |