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

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. 4 assessments *Please refer to the Stage 1 PPP subject outline.*

Assessment Type 1: Folio – weighting 50% (2 each 25%)

| Details of assessment | 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: Partly scripted mock Parliament  Students demonstrate their creative and critical thinking by the nature of the arguments they develop in preparing their speeches and/or physical role plays.  Students collaborate to provide a team/party approach to the negotiated topic of their debate. Students research, debate, analyse their approach to the stream of the debate and anticipate via current electronic and written literature the approach of their opposition.  Students develop an insightful understanding of both sides of contemporary debate and learn to work within the diverse range of the accepted Westminster traditions, actions, words, physical confines and debating framework that is the parliamentary theatre of the adversarial system. Peer feedback or assessment for students to peer feedback/ assess a shorter response on either their individual impressions of the physical nature of the Legislative Council or their individual impressions of the external features of the three buildings. | CCT1 | CC2 | UER1 | RA1 | * 12 hours of class time (to analyse the processes, procedures and to prepare to work collaboratively in the classroom preparing for their performance roles for their day in the House of Assembly in Parliament House). * Written response in the form of individual summary sheets, role-play notes, photography and/or reflection pieces up to a maximum of 500 words or the equivalent for oral or multimodal responses. * A further 4 hours for peer feedback/assessment of their peers’ work * Teacher can consider assessing other performance standards if required |
| Compulsory Theme: Understanding How Politics Works |  |  |  |  |  |
| Task 2: A written argument on liberal democracy  Students work in teams of 2 to 4 to investigate a range of ideas that focus on Australia as a liberal democracy, the rights, boundaries and in lesser detail compare Australia to **two** other locations in the world which are not seen as liberal democracies. Also, students consider by negotiation, one or more of the following:  1. Freedom of speech/voice  2. Freedom of religion  3. Freedom of assembly  4. Freedom of movement  As students organise and analyse collected information and present in their preferred style, a response to **one** of the following hypotheses is required:  1. Individual freedoms are repressed in Australia.  2. The individual citizen has limited avenues for freedom of expression in Australia  3. Political activism is actively discouraged in Australia  In the response, the Australian perspective must be compared to the situation in at least **one** other country | CCT2 | CC1  CC2 | UER1 | RA1  RA2 | * 12 hours of class time * Students collaboratively prepare a multimedia group response, and a written follow up to a maximum of 800 words or an individual response by negotiation * Students can also be assessed on their collaboration task |

Assessment Type 2: Sources Analysis – weighting 20%

| Details of assessment | Assessment Design Criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| C&CT | C&C | U&ER | R&A |
| Open Theme from the Subject Outline Focusing on An Australian Issue Over a Set Period of Time |  |  |  |  |  |
| Task: Source Analysis 1  Students focus on the skills of sources analysis to compare, assess the usefulness and evaluate the sources as set out on pages 22 to 23 of the subject outline. An integral learning focus of the task is to appreciate and address the practical difficulties and challenges of selecting sources and good collection techniques. Teacher provides appropriate guidance with the development of the overall coverage of questions to be designed regardless of the gathered sources. Students sourced a range of sources including but not limited to one or more of the following, an opinion piece, a cartoon, a podcast, a survey (or survey designed by the student), Hansard, newspaper commentaries and social media sources.  Working individually, students investigate the political, social, economic and environmental characteristics of a contemporary issue. The issues-based approach must focus on a current or ongoing political issue.  Students collect both primary and secondary data from electronic and other sources. A comparative analysis that focuses on the reliability and validity of the sources as well as whether the sources support or contradict each other must be included in the analysis.  The subject/ issue of the source analysis can focus on the following:  1. Global issues such as Black Lives Matter as an external threat to Australian sovereignty  2. National related issues such as the comparative costs of university courses or Australia’s response to the refugee crisis  3. Local issues such as the cat registration debate or bike lanes  In selected years, the subject/ issues might have an election focus. | CCT1 | CC1 | UER2 | RA2 | * Students to source their own materials under teacher guidance. * 2 hours of class time to understand the challenges of collected valid, reliable sources. * 4 hours class to select a maximum of 5 diverse sources * A further 8 hours of class time and students’ own time for their final write up including a draft partway through * A maximum of 1000 words if written or a maximum of 6 minutes if oral or the equivalent in multimodal form for the final product. * Teacher can consider assessing other performance standards if required |

Assessment Type 3: Investigation – weighting 30%

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| Option Theme 4 Breaking Barriers for Women in Politics: The Struggle for Visibility and Voice. |  |  |  |  |  |
| An individual response using a wide or narrow range of modes to focus on breaking down barriers for women in politics and their struggle for political visibility and voice.  Students focus on Inquiry Questions 1 and 2 to set the scene and to optimise the focus question or hypothesis. Students move to analyse Inquiry Questions 3 and 4 to enrich their understanding before finalising their report.  1. How far are women the repressed majority in Australia?  2. How did the suffrage movement progress?  3. Are women’s voices visible?  4. Is the glass ceiling for women still a reality in society today?  The investigation needs to focus on Australia and by comparison on other global sites both in a liberal democracy and in an authoritarian regime or other types of government (to negotiate with the teacher).  Students might consider as broad as a focus on **one** the following:  1. The lack of female leadership in a range of global countries  2. Problems facing women in the entertainment industry  3. National related issues, for example, the glass ceiling in Australia  4. Local related issues that become barriers faced by working mothers in the workforce.  A broader focus might investigate the underlying factors inhibiting any chance of transforming global inequality.  Studentsmust clearly define the role politics play as a focal point when arguing and discussing these issues and not drift away only toward social aspects. | CCT2 | CC1 | UER2 | RA1  RA2 | * 14 hours of class time (1 hour for a broad overview of the issue, organisational matters, data techniques and potential biases in the sources; 3 hours to focus on Inquiry Questions 1 and 2; 10 hours to analyse Inquiry Questions 3 and 4) * A maximum of 1,000 words if written or a maximum of 6 minutes if oral, or the equivalent in multimodal form * Students should use a variety of visual representations to communicate their findings and recommendations |