# Pre-approved Learning and Assessment Plan

Stage 1 Politics, Power and People

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 of changes

The changes made to the learning and assessment 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 Australian and International Politics

# Assessment overview

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: FolioTitle – weighting 50%

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| Assessment details |  | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| CCT | CC | UER | RA |
| **Compulsory Theme: Understanding How Politics Works**  ***Task : 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. | CCT2 | 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  12 hours of class time |
| **Optional Theme 4: Breaking barriers for women in politics: the struggle for visibility and voice**  ***Task: Essay***  Students will critically analyse Inquiry Question 1 ‘To what extent are women the repressed majority in Australia’ by focusing on the history of female activism in politics, and by examining the contemporary situation in which new barriers to equality in representation in politics at various levels have appeared. Students will draw their own conclusion regarding this inquiry question. | CCT1 | CC1 | UER1 | RA2 | Critical Analysis Essay  1000 words maximum, or 6 minute maximum oral presentation, or equivalent in multimodal form.  8 hours of class time |

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) |
| CCT | CC | UER | RA |
| **Compulsory Theme: Understanding How Politics Works**  Students will be provided sources to analyse. These sources will come in a multimodal format, requiring students to respond to Inquiry Question 4 ‘In what ways does your vote count?’ Students will consider how the different sources may have influenced voters during the election process. Students will be required to compare and contrast the provided sources by responding to questions set by the teacher. | CCT2 | CC1 | UER1  UER2 | RA2 | Comparative Source Analysis  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.  8 hours of class time |

Assessment Type 3: Investigation – weighting 30%

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| Assessment details |  | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| CCT | CC | UER | RA |
| **Optional 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.  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. National related issues, for example, the glass ceiling in Australia  3. 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.  Students must clearly define the role politics play as a focal point when arguing and discussing these issues and not drift away only toward social aspects. | CCT1 | CC1 | UER2 | RA1  RA2 | Investigative Report  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.  12 hours class time |

*Four assessments. Please refer to the Stage 1 Politics, Power and People subject outline.*