# Pre-approved Learning and Assessment Plan form

Stage 2 Politics, Power and People (for use from 2022)

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 (20) |
|  |  |  |  | **2** | **P** | **P** | **P** | **20** |  |

Addendum

Please only use this section for any changes made after the learning and assessment plan has been approved.

Changes made to the 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 |  |

# Assessment overview

Stage 2 Politics, Power and People – 20 credits

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: Making Meaning about Democracy – Exploring Australian Political Narratives**  Task 1: Essay writing  Students are required to address these **two** questions from the compulsory theme list of Inquiry Questions:  1. *What is Democracy?*  *2. To what extent does the Australian political system reflect democratic values?*  In their essay, students link the ideas and examples in the development of democratic states and institutions globally and nationally to the current nature of Australia’s democracy.  Students are required to respond directly to the questions using the argumentative essay format. Students have the option of negotiating their own question with similar objectives with the teacher.  The following aims are to be reflected in the essay:   * Compose arguments, make judgements and propose solutions related to the political issues * Analyse and evaluate political concepts * Communicate political ideas, opinions and arguments * Understand and apply political concepts and the interconnectedness of Australian politics and the world   Examples of Questions:  *1. Evaluate the extent to which Australian citizens can influence parliament.*  *2. ‘Compulsory voting is necessary to reflect the will of the people.’ Is this so? Argue your case.*  *3.‘The Australian Constitution needs to be changed to reflect the ideals of modern Australia.’ Is this so? Argue your case.*  *4. Critically assess the relationships between the State and Federal Governments in relation to the coronavirus crisis and the formation of the national cabinet.* | CCT1 CCT2 | CC1 | UER1 |  | * 20 hours of class time * Individual written essay, a maximum of 1000 words * Teacher can consider assessing other performance standards if required |
| **Option Theme 2: A World in Existential Crisis**  Task 2: Group presentation  In four allocated groups, students investigate each of the four Inquiry Questions separately.  *1.* *Are nuclear weapons the greatest existential threat to the world today?*  *2. To what extent can a global solution be found to counter climate change?*  *3. Will the world ever be free of armed conflict?*  *4. Are non-traditional military threats now a greater danger to global peace? (to choose one Bio-Security/ Pandemics, Cybersecurity and Terrorism)*  Students collectively inquire, analyse, and plan their position and arguments. The group presents their shared research and arguments either orally or using a multimodal presentation  Students also evaluate the impact of their collaborative work relevant to their inquiry. Students provide 500 words written report that individually records and reflects on how the collaborative process has led to a higher level of knowledge and understanding. Students can also address what they have learned from each other and how they have responded to feedback provided by their peers.  Task 3: Report writing/ TV News video  Students individually choose which threat they believe is greater to Australia and write a 500-word Newspaper Opinion/ Editorial or create a 2-3 minutes TV News video/ podcast addressing the following:   * What they believe is the greatest threat to Australia’s national interest? * How the current Australian Prime Minister and the government should address it?   Students have the option to send their piece to:   * The Prime Minister’s office * Local Federal Member of Parliament * Tweet a link of their piece to the Prime Minister or their local Federal Member of Parliament's twitter feed | CCT1  CCT1 | CC2  CC1 | UER1 | RA1 | * Group presentation oral or multimodal * 20 hours of class time * A maximum of 1500 words for each group * Each student receives the overall mark of the group presentation. * 7-10 minutes group presentation * 500 written words for individual reflection related to collaboration * Teacher can consider assessing other performance standards if required * Newspaper Op-Ed/ TV News Op-ed Report * 10 hours of class time * 2-3 minutes for multi-modal or 500 words written * Teacher can consider assessing other performance standards if required |
| **Option Theme 5: The Chinese Century: Emergence of a New hegemon**  Task 4: Essay writing  Students are required to address these questions from the theme:  *1. Has the rest of the world embraced the recent rise of China?*  *2. To what extent has China been successful in achieving its national interest?*  *3. What is required for China to be considered a global hegemon?*  Students make connections when addressing the Inquiry Questions to China’s economic and military rise, the global reaction and China’s international relations with a range of nation-states (e.g. United States, India, Japan, ASEAN).  Students are required to respond directly to the questions using the argumentative essay format. Students have the option of negotiating their own question with similar objectives with the teacher.  The following aims should be reflected in the essay:   * Compose arguments, make judgements and propose solutions related to the political issues * Explain the political and ethical nature and complexities of the issues * Communicate political ideas, opinions and arguments * Apply inquiry skills to research political issues and examine perspectives | CCT1 | CC1 | UER2 | RA1 | * Essay * 20 hours of class time * A maximum of 1000 words * Teacher can consider assessing other performance standards if required |

Assessment Type 2: Sources 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 | R&A |
| **Compulsory Theme: Making Meaning about Democracy – Exploring Australian Political Narratives**  Task: Source Analysis 1  Teacher and/ or students select and analyse a number of sources (4 to 8 sources) relating to a previous Australian Federal or State Elections. Sources can include newspaper articles, opinion pieces, speeches, statistical data, cartoons, images and video clips.  Students compare and contrast how various media sources analyse and discuss the election and respond to the following questions:   * The subject matter – what are the texts about, what has been put in, what has been left out? * Which organisation or writer is presenting the text? Who owns the text? * Are these forms of media factual reports or opinions? * What visual impact do the pieces have? Why certain photographs, images, graphs etc. are selected and why? * Are there hidden agendas at work and how do you know? * Is bias evident in any of these pieces?   In the written analysis, students interpret, analyse, and evaluate the sources in relation to Inquiry Questions:  3. *Can political participation influence political change?*  *4. To what extent do political parties effectively represent the will of the people?*  *5. Can you win an election without playing politics?* | CCT2 | CC1 | RA2 | * 16 hours of class time * A maximum of 1000 words * Teacher can consider assessing other performance standards if required |
| **Optional Theme 5. The Chinese Century: Emergence of a New Hegemon**  Task: Source Analysis 2  Students analyse a number of sources (4-8 sources) relating to China and Australia’s international, strategic and economic relationship with particular focus on areas of shared interest and conflict. Sources can include newspaper articles, opinion pieces, speeches, statistical data, cartoons, images and video clips.  Students compare and contrast the way various media sources analyse and discuss the bilateral relationship and regional implications and respond to the following questions:   * The subject matter – what are the texts about, what has been put in, what has been left out? * Which organisation or writer is presenting the text? Who owns the text? * Are these forms of media factual reports or opinions? * What visual impact do the pieces have? Why certain photographs, images, and video footage have been selected? * Are there hidden agendas at work and how do you know? * Is bias evident in any of these pieces?   In the written analysis, students interpret, analyse, and evaluate the sources in relation to Inquiry Question:  *4. Does Australia benefit from its relationship with China?* | CCT2 | CC1 | RA2 | * 12 hours of class time * A maximum of 1000 words * Teacher can consider assessing other performance standards if required |

Assessment Type 3: Investigation – weighting 30%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
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| C&CT | C&C | U&ER | R&A |
| Students undertake an investigation on a local, national, or international political issue of personal interest reflected in a thematic option from the course outline or of their choosing. Students will write their own proposition question and undertake research considering varied perspectives and understandings. | CCT1 CCT2 | CC1 | UER2 | RA1 RA2 | Students undertake one investigation focusing on any theme from the option themes section or of personal interest. In consultation with the teacher, they select a recent political issue that involves a range of views and some level of unresolved disputation.  The written report of the investigation should be a maximum of 2000 words. |

*Please refer to the Stage 2 Politics, Power and People subject outline.*