# Pre-approved Learning and Assessment Plan

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

**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 2 Politics, Power and People – 20 credits

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 1: Folio** – 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**  Compulsory Theme: inquiry questions 4-  Task 1: Media Campaign  In groups of 2 to 4, students choose a current political issue, which attracts diverse political perspectives that also addresses Inquiry Question 4, ‘*To what extent do political parties effectively represent the will of the people?’*  Students collaborate with various community stakeholders to gain a deeper understanding of the concerns, impacts and perspectives in relation to the issue. In addition, students propose a solution, which addresses the needs of more than one stakeholder. The solution may build on past and/or current political initiatives or proposed new innovative solutions.  The group is to design a political advertisement (*various forms accepted*) advocating the proposed solution.  In addition, students create supplementary materials, designed to be distributed to electorates (report, pamphlet, information booklet) which presents an extensive overview of their research, various community perspectives and provides convincing reasoning supporting their proposed solution. The material produced must provide evidence of collaboration with the community. Evidence of collaboration may include the different community stakeholder perspective or evidence of iterative development of policy through interactions with community members. | CCT1  CCT2 | CC1  CC2 |  | RA2 | * 12 hours of class time to: * Choose an appropriate issue * Select a political party to be represented in the political campaign * Research past and current political initiatives * Collaborate with different community stakeholders * 2-minute multimedia political advertisement + written supplementary material of maximum of 650 words * Teacher can consider assessing other performance standards if required |
| **Option Theme 1: The United States and the World: Managing**  Task 2: Argumentative essay writing  Students are to write an argumentative response to Inquiry Question 1, *‘Is the United States the undisputed global hegemonic power?’*  Students investigate various factors relating to the hegemonic state of American power. Students evaluate the evidence and establish a position in relation to the essay question.  Students can consider factors relating to:  • Political, economic and geographic elementsof power  • Soft power as a form of imperialism  • Bilateral and multilateral agreements  • Domestic events that impact the United States global positioning  • Ethical perceptions of American policies and the impact on its soft power | CCT2 | CC1 | UER2 | RA2 | * Argumentative essay responding to proposition provided * 15 hours of class time to complete the task. During the research phase, students are encouraged to form a collaborative understanding of ethical perceptions and opinions on American power in the world * A maximum of 1000 words written response or equivalent in multimodal form * Teacher can consider assessing other performance standards if required |
| **Option Theme 5: The Chinese Century: Emergence of a New Hegemon**  Task 3: Report of Advice to the Minister for Foreign Affairs  Students take on the role of a member of the Australia-China Council to gather intelligence about the past and current nature of the Australian-China relationship focusing on Inquiry Question 4, ‘*Does Australia benefit from its relationship with China?’*  Using their understanding, students create policy recommendations for the Minister of Foreign Affairs about the strategic direction of the Australia-China relationship and furthering Australia's foreign policy and economic diplomacy interests.  Students are encouraged to engage with a range of perspectives and ethical reasoning when analysing political intelligence.  The following factors can be considered for further exploration:  • Australia and China’s economic relationship, including trade agreements and economic interdependence  • China’s soft power influence in Australia  • Australia’s current strategic relationship and itsimpacts  • Future concerns and opportunities relating to the Australia-China relationship  Students are advised to focus their report on a specific area of foreign policy. | CCT1 | CC1 | UER1  UER2 | RA2 | * A maximum of 1000 words if written, 6 minutes if oral, or the equivalent in multimodal form * If written, to be presented as a formal report with background, current evidence and Advice or formal presentation style if multimodal. Students are to consider their audience and are encouraged to incorporate figures, tables and diagrams. * 15 hours of class time * Teacher can consider assessing other performance standards if required |

**Assessment Type 2: Sources Analysis** – 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: Making Meaning about Democracy – Exploring Australian Political Narratives**  Task: Sources Analysis 1  Teacher provides 2 to 5 different sources (depending on the length and depth) related to Inquiry Question 5, *‘Can you win an election without ‘playing’ politics?’*, which explore issues relating to a recent (up to two election prior) or upcoming State or Federal election.  Students are required to:  • Analyse the sources  • Compare the sources  • Assess the usefulness of the sources  • Evaluate the sources |  | CC1 | UER2 | R&A2 | * 6 hours of class time to analyse the sources and respond to the source analysis questions * A maximum of 1000 words if written, 6 minutes if oral or the equivalent in multimodal form * Teacher can consider assessing other performance standards if required |
| **Option theme 1: The United States and the world: Managing challenges**  Task: Sources Analysis 2  Students investigate an American political challengeof their choice (to be selected from the list of Inquiry Questions), which can relate to one of the following, but not limited to:  • The changing dimension of current international challenges and alliances  • International threats – real and perceived  • Domestic social issues impacting international cooperation  • Congress as an enabler of internal progress  Under the guidance of the teacher, students select 3 to 5 different types of sources, which explore the issue from different perspectives. Students analysis of the sources is encouraged to:  • Compare the sources  • Assess the usefulness of the sources  • Evaluate the sources | CCT1 | CC1 | UER2 | RA1  RA2 | * 12 hours of class time to select a focus issue, the sources and analysis * 6 minutes multimodal form or equivalent in written form. Student are encouraged to incorporate video evidence of up to 2 minutes about the sources which will not be counted towards presentation time * Teacher can consider assessing other performance standards if required |

Assessment Type 3: **Investigation** – 30%

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| **Assessment details** | **Assessment design criteria** | | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| 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.*