# Pre-approved Learning and Assessment Plan

Stage 2 Australian and International Politics

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) |
|  |  |  |  | **2** | **A** | **I** | **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 Australian and International Politics – 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 – weighting 30%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| KU | RCAE | ER | C |
| International politics essay  Through researching, students develop knowledge and understanding of the topic, ‘The Cold War’ with the view to answering the following question in essay form. ‘During the Cold War, the USA was the pre-eminent superpower.’ Analyse this claim. | 1,2 | 1,2 |  | 1,2 | Essay topic ‘seen’ beforehand but written under supervision.  Up to a maximum of 1000 words. |
| International politics multimodal group task  In groups, students critically examine a range of secondary sources provided for them. They present one analytical response to a question taken from a range of teacher determined topics which are linked to the challenges faced by the USA as the global geopolitical hegemon. |  | 1 | 1,2 | 1 | Multimodal oral presentation in class, up to a maximum of 6 minutes. Students negotiate the subtopic of their choice. |
| Australian politics newspaper article  Students develop a formal written argument on the extent to which Australian citizens can, and choose to, participate in the democratic process. Students research and analyse a range of ideas gained from a mix of lecture presentations and small group discussions. | 1,2 | 1,2,3 |  | 1 | Individual written response up to a maximum of 1000 words.  Two opportunities for staff feedback, one from the teacher, and one from a staff mentor of the student’s choice. |
| Australian politics comparative summary  Students develop knowledge and understanding of a range of voting systems and then choose the voting system of one state and one of either territory and research the comparative strengths and weaknesses of these voting systems. They develop numeracy skills through considering election results, electoral data and voting systems. They critically examine the strengths and weaknesses of each system. | 1 | 1 |  | 1,2 | Students negotiate two systems of their choice and then complete a series of paragraph answers to a set of questions which accommodates the voting systems of any state and either territory.  Written response up to a maximum of 500 words. |

Assessment Type 2: Sources Analysis – weighting 20%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| KU | RCAE | ER | C |
| Sources analysis 1  This sources analysis has an international politics focus.  Students select one cartoon and two written articles from those provided and answer the following questions in relation to selected sources:   1. What is the context and purpose of each source? (Identify each source by author, title, publisher and date with a brief description.) 2. How do the sources guide you to form an opinion about attitudes to, and consequences of, the Obama election for America and/or the global community? 3. What similar and different understandings do the sources give the reader about the changing political climate in America? 4. What are the limitations of the sources in developing understandings about the changing political climate in America since the Obama election? Is the reliability of the sources affected by the views of those who created, published, or promoted them? (Use evidence comparatively.) | 1,2 | 1,2,3 |  | 1,2 | A maximum of 90 minutes under supervised conditions.  Up to a maximum word limit of 1000 words. |
| Sources analysis 2  Students identify a current political issue. They select a range of media sources to gather information on the issue (e.g. newspapers, magazines, television, radio, Internet etc.).  Students compare and contrast the way the various forms of media present the issue including the following ideas:   * 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 reports, or opinions? * What visual impact do the pieces have? Do photographs, images, graphs etc. appear? Why? * Are there hidden agendas at work? How do you know? * Is bias evident in any of these pieces?   In the written analysis, students should interpret, analyse and evaluate the sources in relation to politics, power, government and participation in different contexts. | 1,2 | 1,2,3 |  | 1,2 | Essay  Up to a maximum of 1000 words. |

Assessment Type 3: Investigation – weighting 20%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| KU | RCAE | ER | C |
| Conduct an investigation on a local, national, or international political issue of personal interest and reflect on the relationship between politics, power, and decision-making. |  | 1,2,3 | 1,2 | 1,2 | Written report  Up to a maximum of 2000 words. |

External Examination – weighting 30%

| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- |
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| *Students undertake a 2-hour examination that consists of two sections:*   * *Section A, which examines topics from the ‘Australian Politics’ section* * *Section B, which examines topics from the ‘International Politics’ section.* | *Students are required to write two essays, one from Section A and one in Section B.* |

*Please refer to the Stage 2 Australian and International Politics subject outline.*