PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 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) |
|  |  |  |  | **1** | **A** | **I** | **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 |  |

Stage 1 Australian and International Politics (10-credits)

Assessment Overview

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 and Weighting** | **Details of assessment** | **Assessment Design Criteria** | | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- | --- |
| **KU** | **RCA** | **ER** | **C** |
| **Assessment Type 1: Folio**  **Weighting 60%** | **Essay on ‘Power and Decision-Making’**  Students demonstrate the knowledge learned throughout the topic ‘Power and Decision-Making’ by answering the following question - ‘What is the relationship between Power and Politics?’ | 2 | 2 | 1,2 | 1 | Written essay or report, 800 words, **supervised** in lesson time. |
| **Report on the Federal Government**  Students demonstrate their knowledge of the Australian Federal Government in a report. The report should cover information about government, how it is formed, the House of Representatives, the Cabinet and the Senate. Students are to review how decisions are made and the power different political positions wield in the Australian Federal system. The report should give examples throughout and make reference to current standing members of parliament, their overriding ideologies and the impact this has had on decision-making. | 1,2 | 1 | 2 | 1,2 | In report form, up to 750 words, due one week after excursion, not supervised. |
| **Creation of Political Party**  Students identify and investigate the history, values, and policies of a political party, and then create their own political parties to reflect their personal views. Students are required to indicate their parties political positioning and how they will attempt to appeal to voters. | 1,2 |  | 1,2 | 2 | Written report on the creation of their political party (400 words) and presentation to the class (3 minutes), **supervised** |
| **Assessment Type 2: Source Analysis**  **Weighting 20 %** | Students are presented with 3-6 political articles and cartoons pertaining to a current political issue. Students answer a range of questions which will assess their knowledge of the issues and their ability to critically assess the views and bias presented in the sources. | 1 | 1,2 | 1,2 | 1 | Short answer analysis, written, 750 words, not supervised. |
| **Assessment Type 3: Investigation**  **Weighting 20 %** | **Report on a local political issue**  Students select a contemporary local political issue which affects their local community. Students engage with the issue at a grass roots level and show consideration to how the issue affects them personally and how it affects the local community. Students engage with and reflect on the relationship of politics and power in their local community and the degree to which they can participate and influence decision-making processes. | 1,2 | 1,2 | 1 | 1,2 | Negotiated form (e.g. a short video, website report, written argument), up to 1000 words or a maximum of 6 minutes if oral or multimodal, not supervised. |

***Four or five assessments.*** *Please refer to the Australian and International Politics subject outline.*