# 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 |
| Australian Politics Essay  Essay response to one of the four Australian Politics topics. A choice of questions is provided for all topics and students negotiate their preferred topic and question. The essay response is an argumentative essay responding directly to the question. | 1,2 | 2 |  | 1 | Essay 1000 words maximum  1- 2 Weeks |
| International Politics Essay  Through research, discussion and media analysis, students develop an understanding of the emergence of the United States as a Superpower during the *Cold War* and their development into a Global Hegemon post *1991,* the challenges of 9/11,and their future global position in the 21st Century. Students respond in an argumentative essay to a selection of questions related to all four eras. | 1,2 | 2,3 |  | 1 | One written, oral or multimodal response, (1000 words or 6 minutes).  2-3 weeks |
| International Politics Extended Response  Students respond to a question regarding relations between Australia and the USA. e.g. *Should Australia re-evaluate their alliance with the US in light of China’s rise and growing influence and the change in US global and domestic policy since the election of President Trump?* | 1,2 | 2,3 |  | 1 | Essay 1000 words max from a choice of questions  1-2 Weeks |

Assessment Type 2: Source Analysis – weighting 20%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| KU | RCAE | ER | C |
| Source Analysis 1 Australian Focus  Students identify a current Australian political issue from a list of suggested issues. 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 various forms of media present the issue 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 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 | 2 | 1,2 | Essay in response to questions on a current Australian political issue.  Up to a maximum of 1000 words.  2-3 weeks |
| Source Analysis 2 International Focus (under supervision)  Students select one cartoon and two written articles about the foreign policies of President Obama and President Trump foreign (articles provided) and answer the following questions in relation to the 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, both Presidents key foreign policy platforms for America and/or the global community? 3. What similar and different understandings do the sources give the reader about the changing foreign policy of America recently? 4. Using all the sources compare and contrast both administrations attitudes to the threat of global terrorism?   What are the limitations of the sources in developing understandings about both administrations’ foreign policy? 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 | 1,2 | Written response including short answers and extended responses answering all questions.  Written under supervision. 90 minutes |

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 |
| Students undertake 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 | 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) |
| --- | --- |
|
| *Students undertake one 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 write two essays, one from Section A and one from Section B.* |

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