PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Society and Culture**

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** | **S** | **O** | **R** | **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 Society and Culture (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** | **IA** | **Cl** | **Cm** |
| **Assessment Type 1: Sources Analysis**  **Weighting %** | Students, as individuals or in groups of up to three, make observations and refer to visual and/or other data to analyse and evaluate the development and characteristics of local groupings of people in our society – what makes each and every one of them unique and how and why they are so different in so many ways. Students then conclude by individually analysing/assessing which ‘tribe’ they personally belong to and why. |  | 1,3 |  | 1,2 | This assessment is completed in class time. Each student’s analysis/evaluation should be a maximum of 800 words if written or 5 minutes if oral or multimodal, with data made available as evidence. |
| In groups, students select a range of articles relating to a global conflict issue. Individuals investigate how and why social change occurs in relation to the chosen issue, using evidence from primary and secondary sources to support their view. Each group presents their findings to the class and the individual members of the audience provide an analytical/evaluative response to each presentation. |  | 1,2,3 |  | 1,2 | Maximum 3-minute oral or multimodal presentation as well as a written analytical response of a maximum 200 words. |
| **Assessment Type 2: Group Activity**  **Weighting**  **%** | Students work in a group to define and investigate different views on one of the following: Australians as global citizens; Australia’s global connections; or World-shaping phenomena.  Students demonstrate evidence of their shared learning, and their reflection on the learning process, with others in a round-table discussion that enables each member of the group to demonstrate his or her contribution. | 1,2 | 2 | 1,2 |  | Group presentation may take the form of a newspaper article, poster campaign, speech, or multi-media presentation (maximum of 750 words for a written, or a maximum of 5 minutes for an oral or multimodal presentation). |
| **Assessment Type 3: Investigation**  **Weighting %** | Students investigate their choice of a contemporary social or cultural issue of personal interest which has an Australian focus. They identify and refine guiding questions, and choose, organise and analyse a range of primary and secondary sources in relation to the chosen issue.  Students consider how and why social change has affected, or could affect, the issue by taking into account historical, cultural, economic, environmental or other perspectives. | 1,2 | 1,2,3 |  | 1,2 | Maximum of 1000 words for a written presentation and maximum 6 minutes for an oral or multimodal presentation. Several lessons of class time are made available for the investigation. |

***Three or four assessments.*** *Please refer to the Society and Culture subject outline. Exemplified with the kind permission of Dr. Adrian K Hitch, Modbury High School*