# Pre-approved Learning and Assessment Plan form

Stage 2 Politics, Power and People (for use from 2022)

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) |
| **CCT** | **CC** | **UER** | **RA** |
| **Option Theme 2: A World in Existential Crisis**  Task 1: Argumentative essay writing  Students write an argumentative response to Inquiry Question 1, *‘Are nuclear weapons the greatest existential threat to the world today?’*  Students investigate various implications of nuclear power and its role in the security of the world by evaluating the evidence and establishing a position in relation to the essay question.  Students can consider the following factors relating to:   * Members of the nuclear club and their agenda * Global management of nuclear proliferation * Alternative applications of nuclear technology * Implications of Australia going nuclear | CCT2 | CC1 | UER1  UER2 | RA1RA2 | * Argumentative essay responding to proposition provided * 12 hours of class time to complete the task. * A maximum of 1000 words written response or equivalent in multimodal form. |
| **Option Theme 3: Mediatisation of Politics**  Task 2: Parliamentary Committee  In groups of 2 to 4, students investigate the codified rules and social norms that govern the practice of Australian journalism. Students collaborate with local media and community leaders to gain a deeper understanding of the concerns, impacts and perspectives of the state of the media and media freedom in Australia.  The collaborative group write two parliamentary committee submissions in response to the Inquiry Question 4, *‘Can Australian political journalism survive the twenty-first century paradigm?*’ by advocating what the most significant issues are facing Australian media, and the best means to ensure its integrity and survival. Each submission should reflect a different stakeholder perspective.  In addition, students create supplementary materials designed to be distributed to members of parliament, which presents an overview of the major issues facing media in Australia and the best possible solutions for its conservation. The materials must provide the perspectives of community stakeholders and reflect the collaborative research of the students. | CCT1  CCT2 | CC1CC2 | UER1UER2 | RA2 | * 12 hours of class time plus homework time to collaborate with community stakeholders, and conduct research * Parliamentary submissions of 750 words each or multimodal submissions of 4 minutes. Subsequent materials of 500 words or 2 minutes multimodal. |
| **Compulsory Theme: Making Meaning about Democracy – Exploring Australian Political Narratives**  Task 3: Commentary  Students develop an understanding of an election of their choice through research, discussion and media analysis as they discuss Inquiry Question 5, ‘*Can you win an election without ‘playing’ politics?’*  Students investigate 3 to 4 factors that contributed to the final result and outline how the winning candidate secured victory.  Alternatively, students may choose an upcoming election (in the next 3 to 12 months) and investigate 3 to 4 factors influencing the contest. Students conclude by anticipating which candidate will win and why. | CCT1  CCT2 | CC1 | UER1 | RA1RA2 | * Written report, blog, or article, or prerecorded news report. * 8 hours of class time plus homework time * A maximum of 1000 words or 6 minutes if multi-modal. |

**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) |
| **CCT** | **CC** | **RA** |
| **Themes: Teacher to choose appropriate themes for the source analysis task**  Task: Source Analysis 1  Teacher identifies a current Australian political issue from a list of suggested issues from the themes and selects 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? * Are there hidden agendas at work? How do you know? * Is bias evident in any of these pieces?   In the written analysis, students interpret, analyse, and evaluate the sources in relation to politics, power, government, and participation in different contexts. | CCT1  CCT2 | CC1 | RA1 | * A maximum of five sources relating to a current political issue or debate currently taking place in Australia to be analysed * A maximum of 1000 words * 8 hours of class time in addition to homework time to complete |
| **Option Theme 3: Mediatisation of Politics**  Task: Source Analysis 2  Students analyse the source materials discussing the rising influence of ‘Fake News’ in American politics. Students consider the following:   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 ‘fake news’? 3. What similar and different understandings do the sources give the reader about the role of fake news? 4. Using all the sources compare and contrast the attitudes towards ‘fake news’ in the US. 5. What are the limitations of the sources in developing understandings about fake news? | CCT1  CCT2 | CC1 | RA1 | * A maximum of five sources relating to a current political issue or debate that is occurring internationally. This can be undertaken as an individual activity * A maximum of 1000 words written during class time |

**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 investigate 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 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 or multimodal presentation up to 12 minutes. |

*Please refer to the Stage 2 Politics, Power and People subject outline.*