# School-developed Learning and Assessment Plan form

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

|  |  |  |  |
| --- | --- | --- | --- |
| School |  | Teacher(s) |  |
| Other schools using this plan |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SACE school code |  | Year |  | Enrolment code |  | Program variant code (A–W) |
| Stage | Subject code | No. of credits  |
|  |  |  |  | **2** | **P** | **P** | **P** | **20** |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  School use only

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Approved |  |  Not approved |  |   |

|  |  |  |  |
| --- | --- | --- | --- |
|  Signature of Principal/delegate |  | Date |  |

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Addendum

Please only use this section for any changes made after the learning and assessment plan has been approved.
Changes made to the learning and assessment plan

|  |
| --- |
| 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 planthe rationale for making the changeswhether these changes have been made for all students, or for individuals within the student group.  |

Endorsement of changes

The changes made to the learning and assessment plan support student achievement of the performance standards and retain alignment with the subject outline.

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Politics, Power and People

Complete the table below to show details of the planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all assessment design criteria.

Assessment Type 1: Folio – 50%

|  |  |  |
| --- | --- | --- |
| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| CCT | CC | UER | **RA** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| Add or remove |  |  |  |  |  |

Assessment Type 2: Sources Analysis – 20%

|  |  |  |
| --- | --- | --- |
| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| CCT | CC | **RA** |
|  |  |  |  |  |
|  |  |  |  |  |

Assessment Type 3: **Investigation** – 30%

|  |  |  |
| --- | --- | --- |
| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| External assessment – Investigation | 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.For this assessment type, students provide evidence of their learning, primarily in relation to the following assessment design criteria:* critical and creative thinking (CCT1, CCT2)
* communication and collaboration (CC1)
* understanding and ethical reasoning (UER2)
* research and analysis (RA1, RA2).
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*Six to eight assessments. Please refer to the Stage 2 Politics, Power and People subject outline.*