# Pre-approved Learning and Assessment Plan

Stage 2 Modern History

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.

|  |  |  |  |
| --- | --- | --- | --- |
| School |  | Teacher(s) |  |

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

Addendum – changes made to the pre-approved 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 plan   * the rationale for making the change * 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.

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

# Assessment overview

Stage 2 Modern History

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:Historical Skills – weighting 50%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| UE | AE | A |
| **Modern Nations : China**  Students are to produce an illustrated timeline of China 1949 – 1999 following one theme selected from:   * national borders and ethnic groups * political transformations * economic policies * social change.   Images to support the timeline could be, for example, posters, maps, photographs or magazine covers. Sources must be acknowledged. Each entry must include a date and a brief description. Students are to ensure that a brief overview contextualising the rate and direction of change is given. |  | 1, 3 | 1 | The final format may be negotiated and include one of the following:   * a printed booklet (maximum 700 words) * an A3 poster (maximum 700 words) * film (of no more than 4 minutes)   One week of class time and associated homework. |
| **Modern Nations: China**  Student engage in empathetic reportage. They are to imagine they were eyewitness to the Tiananmen Square protests and were present when the military moved in on June 4th 1989. They are to write three short letters (of around 300 words each) to friends outside of Beijing reflecting upon the events of June 4th. Students write as:   * a student protestor * a member of the Red Army ordered to take action against the protestors * a member of the foreign press corps.   Students write in the voice of the different people and make it clear what happened while articulating the hopes and fears of each group. Students are to adopt the language, the opinions and the emotions of the different groups. | 1 | 3 |  | One week of class time.  Three short letters (900 words in total). |
| **World Since 1945: Challenges to Peace and Security**  Present a chronologically correct primary source trail that reflects the changes in the way the international community viewed and acted towards one non-state people or group which posed a challenge to regional or national peace and security. It must include at least 10 pieces of primary evidence which may include, but which are not limited to, newspaper accounts, magazine articles (e.g. Time or Life), Hansard records, music and television news coverage. Each piece is to be evaluated and contextualised. It must include an appropriate script, illustrations and sound track. It may cover the entire period or focus upon a time of international focus. |  | 2 | 1, 2 | Movie with a maximum of 6 minutes duration.  1 week of class time for research and planning. 2 additional hours (plus homework) for construction of the video file. |
| **World Since 1945: Challenges to Peace and Security**  Students are given extracts of speeches and writings from several well-known leaders who have been seen as “terrorists” or “freedom fighters”. Students are to explore the justifications given for actions and explain why they are contestable. | 2 | 1 |  | The final format may be negotiated and include one of the following:   * an argumentative essay (1000 words) * an oral presentation (maximum minutes) to be delivered in character as a supporter or a denouncer of the views of the selected leaders * a recorded podcast for an imaginary history website (maximum minutes) which seeks to produce a balance between views. |
| **World Since 1945: Challenges to Peace and Security**  Students produce a captioned photo story board which clearly illustrates the impacts in one specific case study where people and groups have posed social, political and economic challenges to traditional national governments. Students may select one challenge or, with negotiation, address several. Students may limit their research to images published in mainstream Western media or (while thinking about the contestability of claims) additionally seek information from a wider range of sources. Sources must be acknowledged either by hyperlinking or by citation. | 1 | 1 | 2 | The final format may be negotiated and include one of the following:   * a printed photo board consisting of at least two A3 pages with images and captions (maximum 500 words) * a short film (maximum 3 minutes) which has illustration and script  a poster (A3) suitable for a museum display |

Assessment Type 2: Historical Study – weighting 20%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| UE | AE | A |
| Students will choose a topic from after 1750 that interests them. They will formulate an inquiry question based upon an economic, social or political theme then research and locate sources relating to this question.  Students will present an answer to their inquiry question supported by primary and secondary evidence. The topic may relate to themes studied in class or be entirely unconnected. | 2 | 1, 2, 3 | 1 or 2 | Final format to be negotiated and may be an essay (maximum 2000 words), recorded oral (maximum 12 minutes) or multimodal (maximum 12 minutes) presentation.  15 lessons of class time plus homework. |

Assessment Type 3: Examination – weighting 30%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| UE | AE | A |
| *Refer to the subject outline.* |  |  |  |  |

*Seven assessments. Please refer to the Stage 2 Legal Studies subject outline.*