2022 Politics, Power and People Subject Assessment Advice

Overview

Subject assessment advice, based on the 2022 assessment cycle, gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

Across the Assessment Types for this subject, students can present their responses in oral or multimodal form, where 6 minutes is the equivalent of 1000 words. Students should not speed-up the recording of their videos excessively in an attempt to condense more contentinto the maximum time limit.

From 2023, if a video is flagged by markers/moderators as impacted by speed, schools will be requested to provide a transcriptand markers/moderators will be advised to mark/moderate based on the evidence in the transcript, only considering evidence up to the maximum word limit (e.g. up to 2000 words for AT3).

If the speed of the recording makes the speech incomprehensible, it affects the accuracy of transcriptions and it also impacts the ability of markers/moderators to find evidence of student achievement against the performance standards.

School Assessment

Assessment Type 1: Folio (50%)

Students were to undertake at least three folio assessments. This assessment type provides the opportunity to work in the following assessment design criteria areas: Critical and Creative Thinking, Communication and Collaboration, Understanding and Ethical Reasoning, and Research and Analysis as defined in the Subject Outline.

The more successful responses commonly:

* explored political issues in-depth
* provide analysed examples of political concepts
* solutions were insightful, communication was highly organised, research deep and analysis critical
* often went ‘beyond’ a written response to oral and/or multimodal
* made excellent use of ‘elections’ to refer to political participation
* used only three assessment tasks
* developed more challenging questions
* offered balanced thought evaluations of political actions in response to the issue
* showed a good understanding of the [Australian] political landscape and its constraints
* made it clear where, to what extent and how collaboration was used
* showed evidence of collaboration which resulted in a better understanding of perspectives
* provided clear analysis of the level of success of their collaboration
* used a wide range of appropriate political sources and not just websites
* offered creative and insightful solutions
* widely explored, where applicable, the term ‘mediatisation’ to considerable advantage
* used redacted versions of their social media ‘replies’ to advantage
* provided evidence of contemporary political topics and challenged assertions
* acknowledged a wide range of perspectives to provide well-balanced judgments.

The less successful responses commonly:

* included discussion that showed knowledge of political events, however, rarely offered judgments
* lacked structure and clarity in their discussion
* were too general overall
* did not ‘approach’ the word limit available
* did not develop challenging questions
* did not explore the impacts of events
* provided statistics without critical comment
* used limited sources and examples
* missed opportunities to explore the range of ‘existential possibilities’
* included work that was descriptive rather than evaluative
* overused of dot points
* offered little coverage of constraints to political actions
* made statements rather than provided for reflection.

Assessment Type 2: Source Analysis (20%)

Students were to undertake at least two Source Analysis assessments. This assessment type provides the opportunity to work in the following assessment design criteria areas: Critical and Creative Thinking, Communication and Collaboration, Understanding and Ethical Reasoning.

The more successful responses commonly:

* used ‘recent’ source material
* did not attempt too many of the skills of source analysis in the one question
* ensured that a ‘clash’ of ideas/ideals were present in the material
* used a range of sources and source types
* made much of the term ‘existential’ for both selected countries and Covid
* only attempted two Source Analysis assessment ‘pieces’
* used a range of social media platforms to advantage
* had some innovative ways of considering usefulness and evaluation of sources
* where applicable worked collaboratively to advantage
* more than in the recent past, they used cartoons to advantage
* had clearly worded questions with a range of levels of difficulty
* made it clear ‘how much’ was required/expected in each short answer responses
* used evidence from the source material to support answers astutely
* analysed sources in-depth
* used multi-media components to advantage.

The less successful responses commonly:

* merely recounted information from the source
* provided limited analysis
* did not explore sources in sufficient depth
* seemed to assume the editorials were without bias
* did not explain responses
* showed a limited or superficial analysis
* had only two sources
* had minimal use of ‘external’ knowledge
* did not define the issue clearly, discuss who is involved and their power and impact on outcomes.

External Assessment

Assessment Type 3: Investigation (30%)

Students are required to investigate a contemporary local, national, or international political issue that is of personal interest from one of option themes. This assessment type provides the opportunity to work in the following assessment design criteria areas: Critical and Creative Thinking, Communication and Collaboration, Understanding and Ethical Reasoning, and Research and Analysis.

The more successful responses commonly:

* had a concise and carefully worded guiding question/statement
* had a number of primary interviews/opinions throughout
* covered a topic with a recent political/historical focus
* ensured that the guiding question was clearly addressed throughout and in the final paragraph
* had maps, charts, graphs and statistics annotated
* made good use of redacted email responses
* had conflicting source materials
* made extensive use of social media for source material
* proposed some ‘insightful solutions’ so as to satisfy CCT1
* linked the last paragraph to the key initial question/topic/hypothesis
* used a disclaimer to establish a clear finishing date to their Investigation
* used a consistent reference system.

The less successful responses commonly:

* occasionally elected to be less than complimentary toward a particular politician and/or a media baron
* spent too much too on the ‘history’ on the topic/investigation
* provided a vague hypothesis, an unclear guiding question or an unclear set of questions
* seemed to have examples of carelessness (e.g. reread(s) needed)
* graphs etc. lacked labels
* skimmed the surface of the surface of the topic/investigation
* did not develop a set of interview questions that might/would have a significant impact.