# Pre-approved Learning and Assessment Plan

Stage 2 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) |
|  |  |  |  | **2** | **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 |  |

# Assessment overview

Stage 2 Society and Culture – 10 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 – weighting 50%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| KU | IA | CI | EC |
| Interview task – Material world  Students interview two people from different age groups (e.g.: under 25 years and over 50 years) to address the guiding question:  *‘Has society become too materialistic?’*  Students then analyse their interview data and such secondary sources as ‘The Trouble with Paris’, and present their findings in the form of a written report. | 1,2,3 | 1,2 |  | 1,2 | Written report up to a maximum 1500 words. |
| Oral task – Material world  Students investigate and analyse one aspect of the contemporary material world; for example clothing and jewellery, theme parks, fast food, artefacts, body products, decorations and piercings, mobile telephones and other gadgets, leisure industry, cars. The presentation should show evidence of analysis of both primary (interviews/surveys/observation) and secondary research. | 1,2 | 2 |  | 2 | Oral presentation up to a maximum of 7 minutes or the equivalent in multimodal form. |

Assessment Type 2: Interaction – weighting 20%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| KU | IA | CI | EC |
| Group activity – Human rights  Students either choose a group with which to work or they are allocated a group (this is voted on in class) to investigate a topic of choice relating to ‘Human Rights’. The group undertakes a social action that relates to their topic; for example raising awareness about an issue or undertaking a fundraising activity for a human rights issue or organisation.  As a group they inquire, analyse, plan and evaluate their collaboration as well as provide evidence and evaluation of the social action relevant to their inquiry. The group decides how to present their collaborative evaluation; as a shared oral presentation, de-briefing session, round-table discussion, written or multimodal report. | 1 |  | 1,2,3 | 1,2 | A group presentation of a maximum 5 minutes and an individual written reflection of 500 words maximum. |

Assessment Type 3: Investigation – weighting 30%

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| --- | --- |
| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| External assessment | *Students undertake an independent, focused investigation of a negotiated contemporary social or cultural issue in a local and/or global context and present their findings in a written report. The issue may be derived from a topic in this subject outline or may be linked to a student’s personal interest. It is essential that the issue or topic has a clearly defined focus. Students are encouraged to identify and analyse primary as well as secondary sources of information in gathering evidence about the issue. To help in the verification of their work, students should keep a folio of support materials and documents that outline the processes of preliminary data collection. The folio is not submitted for assessment.*  *A maximum of 1000 words for a 10-credit subject. Students must acknowledge sources appropriately.* |

*Four assessments. Please refer to the Stage 2 Society and Culture subject outline.*