PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 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) |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SACESchool Code |  | Year |  | Enrolment Code |  | Program Variant Code (A–W) |
| Stage | Subject Code | No. of Credits (10 or 20) |
|  |  |  |  | **1** |  |  |  | **10** |  |

**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 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.

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

Stage 1 Modern History (10-credits)

Assessment Overview

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 and Weighting** | **Details of assessment** | **Assessment Design Criteria** | **Assessment conditions**(e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- |
| **UE** | **AE** | **A** |
| **Assessment Type 1: Historical Skills****Weighting %****80%** | **Decolonisation*** Students will select 4 sources that relate to an area of economic, social or political impacts of imperialism in Vietnam. A visual, primary and secondary source must be included in the 4 sources.
* Students will have the opportunity to analyse and evaluate the authenticity, bias, reliability, limitations and usefulness of the sources through cresting a sources analysis task
* Students will then answer their own questions
 |  | 1, 2 | 2 | * Short answer/paragraph answers

800 words |
| **Social Movements*** Students will each research and electronically present a different aspect of protest movements during the Vietnam War on the class blog, wiki, or GoogleDocs.
* This information must be concise and students will be encouraged to add historical arguments, hyperlinks, statistics, YouTube clips, images and other illustrative material. Full acknowledgement of all these sources, both primary and secondary, will be required. At the end of this task a bank of notes will be available for all students
 | 2 | 2 |  | * Presented on class blog, wiki of GoogleDocs
* Maximum 600 words
 |
| **Social Movements*** Students will select from a choice of essay questions that analyse the role and significance of anti war protest movements during the Vietnam War.
* The focus will be either on the social significance of the antiwar protest movement/s or the role the movement played in the decision to remove troops from Vietnam. Students can choose from Australia or American protest movements as examples.
* Students will be expected to integrate both primary and secondary evidence into their response and reference these correctly. Students may negotiate a multi modal or oral response if needed.
 | 1,2 | 2, 3 | 1 | * Written response
* 1000 words **or** equivalent multimodal or oral
 |
| **Assessment Type 2: Historical Study****Weighting****%****20%** | * Students choose a topic of their choice from 1750 onwards. They may choose a historical idea, event, person or group to investigate.
* Students will develop an inquiry question and research their answer, using both primary and secondary evidence to support their argument.
* Students will work individually on this task and will need to meet regular deadlines in order to follow the research process thoroughly.
 | 1,2 | 1,2,3 | 1,2 | * Maximum of 1000 words (written) **or** equivalent multimodal or oral presentation (maximum 6 minutes)
 |

***Four assessments.*** *Please refer to the Stage 1 Modern History subject outline.*