# Government of South Australia LogoSACE Board Logo2023 Politics, Power and People Subject Assessment Advice

Overview

Subject assessment advice, based on the 2023 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.

# School Assessment

Teachers can improve the moderation process and the online process by:

* thoroughly checking that all grades ae entered in schools online are correct
* ensuring that uploaded tasks are clear and removing blank pages and student notes.

Assessment Type 1: Folio (50%)

As in previous years, 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.

Teachers can elicit more successful responses by:

* including a mixture of tasks with different levels of complexity
* providing or encouraging opportunities to show an argumentative style
* ensuring that a range of interpretations are promoted.

The more successful responses commonly:

* found space in their questions for the key words of the assessment design criteria
* demonstrated sophistication of an original argument in expressing opinion and analysis that was supported by valid data and evidence was correctly referenced
* supported reasoned arguments with multiple examples
* used appropriate language
* used a wide range of high quality research
* referred to matters of world or local political significance in 2023 to impressive effect
* provided evidence of the contemporary nature of the political topics
* used selected coverage of their social media responses to good effect
* offered insightful and diverse solutions
* made clear reference to the use of and the success levels of collaboration
* used a diverse range of political sources
* explored issues in depth
* provide critical analysis
* used multimodal responses well beyond the novel impact
* referred to key political leaders by their correct title
* provided guiding questions that, by their wording, demanded a quality response.

The less successful responses commonly:

* used limited examples and sources
* repeated arguments from sources rather than an original argument based on evidence gathered through research
* included factual and historical inaccuracies
* did not always support arguments with examples or research
* were, in places vague, not specific
* did not approach the available word limit
* became descriptive rather than critical
* chose not to annotate graphs and images
* often simply listed an event without critical comment
* did not offer alternative views to controversial situations
* information was recalled rather than analysed.

Assessment Type 2: Source Analysis (20%)

As in previous years, students were to undertake at least two source analysis, 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 as defined in the subject outline.

Teachers can elicit more successful responses by:

* encouraging students to use more recent source material
* looking to use a diversity of source material
* making it clear how much is required in each sub part of the question/s.

The more successful responses commonly:

* used a manageable range of sources
* started with sources that reflected differing views
* use constructive collaboration to advantage
* referred to recent world events or those of 2023
* demonstrated sophistication of an original argument in expressing opinion and analysis that was supported by valid data and evidence, and was correctly referenced
* showed deep critical analysis of sources
* incorporated wider knowledge into analysis of sources
* provide questions with increasing difficulty within the total package of questions
* had minimal factual repetition
* found a range of places to use primary data
* had a range of source ‘types’
* explanations were coherent not rambling.

The less successful responses commonly:

* provide limited analysis, rather provided a rehash
* used a limited number of sources
* had superficial arguments that rehashed the opinions of others and lacked originality based on analysis of evidence
* was descriptive rather than analytical
* did not use evidence from sources to support judgements
* seemed to lack a broader political knowledge base
* solutions were often mundane and lacking factual base or imagination
* made too few points when the question demanded a broader approach
* had their response limited by the wording of the question/s.

# External Assessment

Assessment Type 3: Investigation (30%)

As in previous years, students were to investigate a contemporary local, national, or international political issue that is of personal interest from one of the 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 as defined in the subject outline.

The more successful responses commonly:

* provide a clear focus question or statement that set up the total response
* had questions that provided clear scope of the investigation
* used a primary data throughout the paper
* proposed insightful solutions
* made good use of annotated graphs, statistics and where needed, maps
* referred to visual aids clearly (if they were included)
* used a sophisticated reference system
* were well referenced and clearly edited
* had a wide range of sources and source types
* referred to social media to enhance foundational matter
* had the ability to selectivity use statistics
* established the time frame of their paper
* tied the concluding section back to the initial question/topic statement
* provided thoughtful and considered resolutions/recommendations (where possible)
* provided consistent linkages back to the question to highlight resolution
* used sub-headings and contents to sign post key ideas
* integrated and clearly explained direct evidence
* focused on the recent nature of the topic without ignoring the historical context.

The less successful responses commonly:

* used their paper to attack a prominent political figure
* were limited by question development. Either it was too broad and impossible to address, or the question was too long and non-sensical asking too many things
* did not reference consistently
* lacked a substantive bibliography and had limited research
* was lacking in evidence
* included expression that was too informal
* had no resolution to the question
* was missing solutions and/or recommendations
* did not utilise the entirety of the word count allocation
* overdid the historical aspect of the topic at hand
* had examples in the paper where a reread for small errors would have been worthwhile
* used tables without annotations
* overused the total content of an interview when selectivity was needed.