



SAMPLE ASSESSMENT OUTLINE

HUMANITIES AND SOCIAL SCIENCES IN ACTION

GENERAL YEAR 12

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Sample assessment outline

Humanities and Social Sciences in Action – General Year 12

Unit 3 – People, planet, prosperity and Unit 4 – Disruptions

Assessment type (from syllabus)	Assessment type weighting (from syllabus)	Assessment task weighting	Due date	Assessment task
Social action investigation	20%	20%	Issued: Semester 1, Week 6 Submit: Semester 1, Week 10	Assessment task 2: Social action investigation Part A: Evidence of research, including bibliography. Research based on content drawn from Focus area 1. Part B: Creation of an action plan and fast fashion information campaign to share with the school community. Part C: In-class self-reflection written under test conditions. Students submit their inquiry notes and action plan prior to undertaking their in-class reflection.
Commentary	30%	10%	Issued: Semester 1, Week 11 Submit: Semester 1, Week 15	Assessment task 3: Commentary A summary of learning and reflections about climate change as the context for people, planet, prosperity, developed over the course of Focus area 2 – climate change. Students will complete four entries at various times during the teaching and learning program.
		10%	Issued: Semester 2, Week 6 Submit: Semester 2, Week 10	Assessment task 6: Commentary A summary of learning and reflections about the Australian Marriage Law Postal Survey, the School Strike 4 Climate protests and the #MeToo movement as examples of disruptions. Students will complete four entries at various times during the teaching and learning program and will focus on a comparison of the disruptive events.
		10%	Issued: Semester 2, Week 11 Submit: Semester 2, Week 15	Assessment task 7: Commentary A summary of learning and reflections about artificial intelligence as an example of a disruptive innovation, developed over the course of Focus area 2. Students will complete four entries at various times during the teaching and learning program.

Assessment type (from syllabus)	Assessment type weighting (from syllabus)	Assessment task weighting	Due date	Assessment task
Response	35%	15%	Semester 1, Week 5	Assessment task 1: Response A sectionalised, extended response based on the overview content from the syllabus about examples of government policies aimed at protecting the natural environment.
		20%	Semester 2, Week 5	Assessment task 5: Response Short answer response to stimulus based on the overview content from the syllabus about examples of disruptive innovations and elements of successful innovations.
Externally set task	15%	15%	Semester 1, Week 13	Assessment task 4: Externally set task A written task of 50 minutes duration developed by the School Curriculum and Standards Authority and administered by the school.
Total	100%	100%		