# Learning and assessment plan example

Stage 1 XXXX

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| School |  | | Teacher(s) |  |
| Other schools using this plan | |  | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SACE school code | | |  | Year |  | | Enrolment code | | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) | |
|  |  |  |  | **1** | **X** | **X** | **X** | **10** | |  |
| Endorsed by principal or delegate (signature) | | | | | | |  | | | | | | Date |  | |

Addendum

Please only use this section for any changes made after the learning and assessment plan has been approved.

Changes made to the 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 of changes

The changes made to the learning and assessment plan support student achievement of the performance standards and retain alignment with the subject outline.

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

Stage 1 [Language] (continuers) – 20 credits — SAMPLE ONLY.

Although 10-credit semester-based LAPs are most often used, this example demonstrates how a LAP may be structured to incorporate all of the elements of the renewed nationally-assessed languages continuers subject outline.

# Assessment overview

Complete the table below to show details of the concepts, topics, subtopics and perspectives and planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all assessment design criteria. The four concepts of **identity, legacy, responsibility** and **sustainability** are to be studied across Stage 1 and Stage 2.

There are a total of **eight** topics which relate to the four concepts, these are studied from a personal, community or global perspective. All eight topics must be studied across Stage 1 and Stage 2. The following **four** topics are common to all languages. Indicate [ √ ] which topics are being studied at Stage 1

|  |  |  |  |
| --- | --- | --- | --- |
| Sustaining language and culture |  | Society |  |
| Inclusivity, diversity and belonging |  | Innovation |  |

The remaining four topics are specific to each language. Refer to ‘Topics by language’ for a list of topics specific to [Language]. Indicate [ √ ] which of these topics are being studied at Stage 1.

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Assessment Type 1: Interacting in Language – weighting 20%

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| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) | Concepts, topics, subtopics and perspectives being covered |
| Ideas | Expression |
| Students engage in a conversation about what it means to be Australian both personally and in general. Students reflect on the appeal of Australia to travellers and the importance of cross-cultural engagement when interacting with overseas/[language] speaking visitors, in order to develop deeper relationships. They express their ideas using a variety of vocabulary and language structures, accurate grammar and pronunciation. They demonstrate their ability to sustain the conversation, comprehend and respond to questions, and ask in [language] for clarification or repetition if needed. The register of the conversation is appropriate to its purpose, audience and context. | 1,2 | 1,2,3 | **Oral**: 3–5 minutes with teacher or another student  Prepared but not scripted.  No cue cards for conversation. | **Concept**: Identity  **Topic**: Inclusivity, diversity and belonging  **Subtopic**: Identifying as an Australian  **Perspective**: Personal / community |
| *Additional task which relates to topics prescribed for [language]* |  |  |  | **Concept:**  **Topic:**  **Subtopic:**  **Perspective:** |
| *Other ideas* |  |  |  | **Concept:**  **Topic:**  **Subtopic:**  **Perspective:** |

Assessment Type 2: Creating Meaning in Language – weighting 20%

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | Assessment conditions  (e.g., task task type, word length, time allocated, supervision) | concepts and topics being covered |
| Ideas | Expression |
| Students research a well-known [country of language] festival or celebration which is celebrated by the [language] speaking community in Australia. Imagining they have attended this festival or celebration; they write a review for a travel blog in which they   * describe their experience * reflect on the role of festivals in sustaining language and contributing to culture. * Reflect on how this festival has changed over time |  |  | **Written**: minimum 200 words  3 x lessons + 1 x week homework.  Students provide evidence of preparation and planning e.g. notes, drafts, etc. | **Concept:** Sustainability  **Topic:** Sustaining language and culture  **Subtopic:** Traditional cultural practice in a modern world  **Perspective**: Community |
| *Additional task which relates to topics prescribed for [language]* |  |  |  | **Concept:**  **Topic:**  **Subtopic:**  **Perspective:** |
| *Other ideas* |  |  |  | **Concept:**  **Topic:**  **Subtopic:**  **Perspective:** |

Assessment Type 3: Analysing Language – weighting 20%

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| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) | concepts and topics being covered, |
| Expression | Interpretation and reflection |
| Students respond in English to one spoken and one written text on innovations that make our lives easier. Both texts are in [language They demonstrate their ability to interpret and reflect on the themes and ideas contained within the texts, including their ability to interpret meaning of language and style within a given context. They form conclusions about purpose and audience, and consider how cultures, values and beliefs are represented and expressed in the texts. |  |  | 60 minutes supervised in class under test conditions with bilingual dictionary support. | **Concept:** Legacy  **Topic:** Innovation  **Subtopic:** Innovations that make our lives easier  **Perspective:** Global |
| *Additional task which relates to topics prescribed for [language]* |  |  |  | **Concept:**  **Topic:**  **Subtopic:**  **Perspective:** |
| *Other ideas* |  |  |  | **Concept:**  **Topic:**  **Subtopic:**  **Perspective:** |

Assessment Type 4: Investigation – weighting 40%

| Assessment details | Assessment design criteria | | Assessment conditions  (e.g., task task type, word length, time allocated, supervision) | concepts and topics being covered |
| --- | --- | --- | --- | --- |
| Expression | Interpretation and reflection |
| **Response in [language]**  Students undertake an investigation into a charitable organisation of their choice in [country of language] and present a persuasive talk to the class encouraging them to volunteer for this organisation. At the end of the presentation, they respond to questions from the audience of potential supporters/volunteers. They show evidence of research, understanding of the cultural and social issues, and use a range of language appropriate to the purpose, audience and context to inform their audience. A bibliography is to be included.  **Reflection in English**  Students write a written reflection in English in the form of a blog, or series of blog entries, detailing information and reflective thinking about their research experience and the topic of their investigation. Students reflect on learning that was new, surprising or challenging; how the learning may have changed their thinking/values; how the learning increased their understanding of the [language] community and culture. The reflection is clearly expressed and the register of their writing is appropriate to the purpose, audience and context. | 1,2,3  IDEAS  1,2 |  | **Response in [language]**  Oral presentation: 3 minutes with 2 minutes of questions and answers.  May use cue cards or multimodal aid (e.g. photo story, PowerPoint, etc.) to support presentation  Students provide evidence of preparation | **Concept:** Responsibility  **Topic:** Society  **Subtopic:** Volunteering  **Perspective:** Community |
| 2 | 1,3 | **Reflection in English**  Written: Approximately 500 words | **Concept:** Responsibility  **Topic:** Society  **Subtopic:** Volunteering  **Perspective:** Personal |

Assessment Type 4: Investigation – weighting 40%

| Assessment details | Assessment design criteria | | Assessment conditions  (e.g., task task type, word length, time allocated, supervision) | concepts and topics being covered |
| --- | --- | --- | --- | --- |
| Expression | Interpretation and reflection |
| **Response in [language]**  **Reflection in English** | 1,2,3  IDEAS  1,2 |  | **Response in [language]** | **Concept:**  **Topic:**  **Subtopic:**  **Perspective:** |
| 2 | 1,3 | **Reflection in English**  Written: Approximately 500 words | **Concept:**  **Topic:**  **Subtopic:**  **Perspective:** |

*Ten assessments.**Please refer to the Stage 1 Nationally-assessed languages at continuers level subject outline (for teaching at Stage 1 in 2024 and at Stage 2 in 2025)*