# 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** |  |  |  |  | |  |
| 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

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 Grammar and 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%

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 |
|  | 1,2 | 1,2,3 |  | **Concept**:  **Topic**:  **Subtopic**:  **Perspective**: |
| *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 |
|  |  |  |  | **Concept:**  **Topic:**  **Subtopic:**  **Perspective**: |
| *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%

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 |
|  |  |  |  | **Concept:**  **Topic:**  **Subtopic:**  **Perspective:** |
| *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]**  **Reflection in English** | 1,2,3  IDEAS  1,2 |  | **Response in [language]**  xxx | **Concept:**  **Topic:**  **Subtopic:**  **Perspective:** |
| 2 | 1,3 | **Reflection in English**  xxx | **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]**  **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)*