# School-developed Learning and Assessment Plan form

Stage 2 [Language] at Continuers Level

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

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| --- | --- | --- | --- | --- | --- | --- |
| SACE school code |  | Year |  | Enrolment code |  | Program variant code (A–W) |
| Stage | Subject code | No. of credits (10 or 20) |
|  |  |  |  | **2** | **X** | **X** | **C** | **20** |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  School use only

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Approved |  |  Not approved |  |   |

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| --- | --- | --- | --- |
|  Signature of Principal/delegate |  | Date |  |

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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

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| 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 planthe rationale for making the changeswhether 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.

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

# Assessment overview

Stage 2 [Language] at Continuers Level – 20 credits

Complete the table below to show details of the 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.

Assessment Type 1: Folio – weighting 40%

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| --- | --- | --- |
| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| I | E | IR |
| Interaction | 1,2 | 1,2,3 |  | Students participate in a conversation in [Language] to exchange information, ideas, feelings and opinions about the positives and negatives of taking a Gap Year.The conversation may be conducted with the teacher or another member of the [Language] speaking community. Students demonstrate their ability to sustain and initiate an interaction in [Language]using a range of linguistic structures, and to provide sufficient depth and breadth in the treatment of their ideas. * 5 - 7 minutes
* No notes or cue cards permitted, but students may refer to pictures or other support materials.
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| Text Production | 1,2 | 1,2 |  | Students write an article for publication on their sister school’s website about similarities and differences of festivals and celebrations in [Country] and Australia. The article requires students to express and justify their opinions and also refer to information and opinions represented in texts studied.Students demonstrate their ability to use a range of language to express and connect their ideas and opinions, as well as observe the conventions of a formal article.* Approximately 500-600 characters
* Completed over a week, including some class time
* Dictionaries and notes may be used
* One draft allowed
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| Text Analysis |  | 2 | 1,2,3 | Students engage with two written and/or multimodal texts, which are both related to the prescribed theme of The Changing World.Students answer questions about the texts in English and/or [Language] to demonstrate their ability to interpret meaning, analyse language, and reflect on ideas in the texts.* Under test conditions, with support of printed bilingual dictionaries.
* Length: 120 minutes
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Assessment Type 2: In-depth Study – weighting 30%

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| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| I | E | IR |
| Oral Presentation | 1,2 | 1,2 |  | Students use both [Language] and English resources to undertake research into a topic of their choice from one of the two prescribed themes, The [Language]-speaking Communities or The Changing World. Using information from their research they present a persuasive talk with the help of a Power Point presentation. In this task students should demonstrate their ability to organise their ideas logically and to use a range of language to express their ideas, creating interest in their talk.* 3 - 5 minutes
* Visual aids may be used as support.
* Cue cards permitted.
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| Written or multimodal response in [language] | 1,2 | 1,2 |  | Using the information gained through research about the topic of their choice. Students produce a written or multimodal response as negotiated with the teacher. The assessment should differ in context, audience, and purpose from the other tasks in this assessment type. The text must include evidence of their research, interpretation of meaning, language analysis, and personal reflection and opinions.* Approximately 600 words or 4-6 minutes
* Notes, drafts and bibliography to be submitted as evidence of preparation and planning.
* One draft allowed.
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| English reflection | 2 | 2 | 1,3 | Students reflect in English on their experience in undertaking the In-depth study. Students may reflect on (select):* how the research experience was similar to or different from their preconceptions
* how the research has influenced their thinking about language and culture
* how cultures, values, ideas, practices, and beliefs are represented or expressed in the texts studied
* how the research has influenced their own understanding or perspectives on issues/topics
* learning that was new, surprising, or challenging
* how the learning may have changed their thinking
* how the in-depth study has increased their understanding of the Indonesian-speaking communities
* how their learning in their in-depth study has contributed to their understanding of themselves (e.g. identity, culture(s), values)
* their own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied
* Written response of approximately 600 words or a 4-5 minute presentation
* Notes and drafts to be submitted as evidence of preparation and planning.
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External Assessment: Examination – weighting 30%

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| Assessment details | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
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| The oral examination is a conversation about the student’s personal world and assesses primarily student’s knowledge and skill in using assessed language.The 2 hour written examination has three sections:Section 1: Listening and respondingSection 2: Readingand respondingSection 3: Writing in assessed Language | Oral examination (8-10 minutes).2-hour written examination, plus 10 minutes reading time. |

*Eight assessments.**Please refer to the Locally Assessed Languages at Continuers Level subject outline.*