# 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 |  |  |      |  |  |  |  | | --- | --- | --- | --- | | Signature of Principal/delegate |  | 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

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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 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.

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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%

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 small group forum in which they to exchange information, ideas, feelings, opinions, and experiences about current youth issues which concern or interest them.  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 per student * No notes or cue cards permitted, but students may refer to pictures or other support materials. |
| Text Production | 1,2 | 1,2 |  | Students write the script of a podcast in which they encourage listeners to support an upcoming sporting event to raise money and awareness for charity.  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 the text type.   * Approximately 500-600 characters * Completed over a week, including some class time * Dictionaries and notes may be used * One draft allowed |
| Text Analysis |  | 2 | 1,2,3 | Students engage with two texts, which are both related to the prescribed theme of The Changing World.   * one text is a listening text * one text is a reading text.   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 |

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 current issue in [Country]. The issue must relate to either the prescribed theme The Changing World or The [Language] speaking communities.  Using information from their research they present an informative TED Talk style presentation in which they 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. |
| 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 response will be approximately 600 words or 4-6 minutes.  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.  Notes, drafts and bibliography to be submitted as evidence of preparation and planning.  One draft allowed. |
| 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. * 600 words or a 5-7 minute oral presentation. * Notes and drafts to be submitted as evidence of preparation and planning. |

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 responding  Section 2: Reading and responding  Section 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.*