PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 LANGUAGE AND CULTURE**

Pre-approved learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE  School Code | | |  | Year |  | Enrolment Code | | | | |  | Program Variant Code (A–W) |
| Stage | Subject Code | | | No. of Credits (10 or 20) |
|  |  |  |  | **1** | **L** | **A** | **C** | **10** |  |

**Addendum – changes made to the pre-approved 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**

The use of the learning and assessment plan is approved for use in the school. Any changes made to the 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 |  |

**Stage 1 LANGUAGE AND CULTURE (10-credits)**

Assessment Overview

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

| **Assessment Type, Area of Study and Weighting** | **Details of assessment** | **Assessment Design Criteria** | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| **KU** | **AR** | **IE** |
| **Assessment Type 1:**  **Text Analysis**  **Weighting: 30%** | Students respond to written, oral, or multimodal texts in the target language. In their response, students analyse linguistic, cultural, and stylistic features, interpret meaning and reflect on the ways in which culture is created, expressed, and communicated.  The texts **must be** spoken or written [Language] The questions are in [Language] and English. The responses are in [Language] and/or English | 1,2,3 | 1,2,3 |  | Texts to analyse can be magazine articles, stories, songs, advertisements or websites.  Written responses: 200-250 words  2 lessons, supervised in class with bilingual dictionary support |
| **Assessment Type 2:**  **Communication Activity**  **Weighting: 40%** | **Oral Interaction task**: Students have a conversation with their teacher in [Language] to exchange personal information, ideas, opinions, and or experiences. The focus of the assessment is on responding spontaneously in [Language] to conversation questions using communication strategies.  Students use a range of language to express their ideas and maintain the interaction through using a variety of communication strategies. | 1,2 |  | 1,3 | Each conversation is conducted in class and recorded.  Each conversation is between 2 and 3 minutes in length.  Visual aids may be used to support the conversation |
| **Text Production task**: Students create a written text in [Language] in which they express information, ideas, opinions and or experiences. | 2 |  | 1,2,3 | Written: 250-300 words.  2 lessons in class and homework time. Students must provide evidence of planning and preparation |
| **Assessment Type 3:**  **Group Activity**  **Weighting: 30%** | Students work with one or more others to plan, organise or implement an activity in which they apply their linguistic and intercultural knowledge, understanding and skills to communicate appropriately and effectively in the target language. | 3 |  | 2,3 | The groups negotiate with the teacher to have their contribution to the group activity assessed individually, or to agree that all students in the group obtain the same result. Protocols should be documented clearly and agreed on at the outset of the group activity. |

***Four assessments.*** *Please refer to the Stage 1 Language and Culture subject outline.*