# Pre-approved Learning and Assessment Plan

Stage 2 Australian Languages — First Language — (Language) - 20 credits

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) |
|  |  |  |  | **2** | **A** | **F** | **L** | **20** |  |

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 |  |

# Assessment overview

Stage 2 Australian Languages — First Language — (Language) – 20 credits

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 1: Creating and responding – weighting 40%

Students complete four creating and responding tasks comprising:

* two resource creations
* two responses to resources.

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| C | AA | IE |
| **Resource creation 1** (add detail)  Students create oral, written, and/or multimodal resources using [First Language] to communicate information, experiences, opinions, and ideas accurately and appropriately to an intended audience. | Identify | Identify | Identify |  |
| **Resource creation 2** (add detail) | Identify | Identify | Identify |  |
| **Response to resources 1** (add detail)  Students respond to a resource or resources that are in [First Language] with responses predominantly in [First Language]. However, English, or a combination of [First Language] and English may be appropriate in some contexts. | Identify | Identify | Identify |  |
| **Response to resources 2** (add detail) |  |  |  |  |

Assessment Type 2: Language in action – weighting 30%

Students complete one language in action task.

A language in action task has two parts:

* a language in action project
* a reflection on the language in action project.

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| C | AA | IE |
| **Part 1 – Language in Action Project-collaborative task** (add detail)  Students work collaboratively to apply their linguistic and intercultural knowledge, understanding, and skills of [First Language] in creating a language in action project that focuses on the survival, transmission, and/or maintenance of [First Language].  **Part 2 – Reflection- individual task** (add detail)  The reflection may include discussion about:   * self as language learner and language user * relationship between language, culture, and communities * language variation and change * issues relating to transmission and survival of [First Language] and how the project aims to address these * effectiveness of the collaboration. | Identify | Identify | Identify |  |

Assessment Type 3: Language study – weighting 30%

Students undertake a language study into a matter relating to [First Language].

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| C | AA | IE |
| Language study (add detail)  The language study should be considered in the context of:   * the relationship between language, culture, and communities * [First Language] variation and change * issues relating to [First Language] transmission and survival. | Identify | Identify | Identify |  |

*Six assessments.**Please refer to the Stage 2 Australian Languages — First Language subject outline.*