# Pre-approved Learning and Assessment Plan

Stage 2 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.

|  |  |  |  |
| --- | --- | --- | --- |
| School |  | Teacher(s) |  |

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

Addendum – changes made to the pre-approved 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

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.

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

# Assessment overview

Stage 2 Language and Culture– 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: Text Analysis – weighting 20%

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| KU | AR | IE |
| Stories from the Community  After several activities involving writing, reading and listening, students prepare responses in Swahili to a longer traditional short story (e.g. *The Slave Hashim)*. Students answer comprehension questions in both English and Swahili and discuss features of the language in the text (e.g. use of tense, use of the word ‘like’ for comparison). They examine the story in the cultural context of storytelling and its relevance to modern life. Students may consider proverbs for comparison. | 1,2 | 1,2 |  | A written task conducted in class under supervision.  Duration: 1 hour |
| Language of Popular Culture  Students read and listen to two texts taken from a Swahili language music and poetry website. In English and Swahili, they answer questions which require explanation and interpretation of meaning, and analysis of the language which has been influenced by the internet and globalisation. Students examine the purpose as well as what the compositions express about modern life. | 1,3 | 1,3 |  | The written assessment is conducted in class under supervision.  Duration: 1 hour |

Assessment Type 2: Interaction – weighting 30%

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| KU | AR | IE |
| Language of Social Interaction  In pairs, students discuss and exchange information in Swahili about their experiences as refugees and migrants. The focus of the assessment is on the student’s ability to understand the problems refugees and migrants encounter, and consider what advice they might give to others about overcoming such issues. Students should interact as spontaneously as possible and use communication strategies in Swahili to sustain the interaction. | 1,2 |  | 1,2 | Each interaction is conducted in class and recorded.  Length: Up to a maximum of 10 minutes |
| Contemporary Issues  Students discuss with the teacher the impact of new technology on the Swahili speaking community in South Australia. The focus is on the internet and mobile phones in relation to the way this technology is changing people’s lives and challenging how they communicate. The assessment also focuses on the student’s ability to use communication strategies to sustain a discussion, the clarity of expression, and the accuracy of language. | 1,3 |  | 1,3 | Each interaction is conducted in class and recorded.  Length: Up to a maximum of 10 minutes |
| Language for Different Purposes  Students read texts and find information about tourism in Africa to prepare and participate in a debate for and against the benefits of tourism. The focus is on the use of persuasive language, and the ability to spontaneously counter the views of the opposing side. |  |  | 1,2,3 | The debate is conducted in class with peers as the audience. Each student speaks for 2-3 minutes followed by rebuttals for 2 minutes. |

Assessment Type 3: Text Production – weighting 20%

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| KU | AR | IE |
| Contemporary Issues  Students write a personal story for an African community newspaper about their journey to Australia. They consider the reasons for the journey, reflect on the emotional impact, the difficulties encountered, and any happy resolutions. Students demonstrate their ability to:   * express themselves accurately and appropriately * coherently sequence their ideas * observe text type conventions. | 1,3 |  | 1,3 | A written response of 300-400 words with accompanying visuals to support the article. |
| Language for a Different Purpose  Students write a letter of application for employment in Swahili. They demonstrate their ability to promote their abilities and personal qualities thereby persuading the future employer of their capabilities. The focus is also on the use of the appropriate register and accuracy of language, and on the use paragraphing. | 2,3 |  | 1,3 | A written letter up to a maximum of 150 words.  Completed in class under supervision.  Duration: 1 hour |

Assessment Type 4: Investigation – weighting 30%

|  |  |
| --- | --- |
| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
|
| External Assessment | *Students interact with members of the Swahili language-speaking community to investigate linguistic and cultural background and how this shapes personal identity in the Australian context. Students explore how people move between languages and cultures, and how they sustain the language and culture of their own background. Students write a report in English on their investigation, reflecting on their experience and interview findings in terms of their insights into linguistic and cultural identity. Students may refer to secondary sources to support their findings.*  *The report should be a maximum of 2000 words.* |

*Eight to ten assessments.**Please refer to the Language and Culture subject outline.*