PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Auslan (continuers)**

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** | **A** | **U** | **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 Auslan (continuers) (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 and Weighting** | **Details of assessment** | **Assessment Design Criteria** | | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- | --- |
| **I** | **E** | **CS** | **AR** |
| **Assessment Type 1:**  **Informal Signed Assessment**  **Weighting 20%** | Students recount and discuss how and when they received their sign names. They discuss with their peers and Deaf community members how this occurred and the impression it left on them, and how they feel about the outcome of their name sign.  Students use a range of conversation techniques to converse with others, ensuring the signs are relevant to the topic, and that they are able to express their ideas and opinions through sign, use correct expression and initiate and close appropriately a signed interaction. | 1,2 | 1,2 | 1,2 |  | Recorded signed interaction: 3 – 4 minutes |
| **Assessment Type 2:**  **Formal Signed Assessment**  **Weighting 20%** | Students research a Deaf personality who is an active member of the deaf community (local or national). They present their information through a signed formal piece, which may be supported with PowerPoint.  Students show relevance to the topic and use a range of linguistic features in their signed interaction. | 1,2 | 1,2 | 1,2 |  | Recorded signed presentation: 4 minutes  5 x lessons + 2 x weeks of homework.  Students provide evidence of preparation and planning e.g. notes, drafts, etc. |
| **Assessment Type 3:**  **Text Analysis**  **Weighting 20%** | Students watch a group of Deaf community members recount their experiences at school – both mainstream and centre for hearing impaired experiences.  Students answer a range of questions relating to this discussion. In their responses, students demonstrate their ability to interpret meaning, analyse language and reflect on language, focussing on Deaf culture, language skills and their current study experiences. |  |  |  | 1,2,3 | Written response to questions.  60 minutes supervised in class under test conditions with bilingual dictionary support. |
| **Assessment Type 4:**  **Investigation**  **Weighting 40%** | Response in Auslan:  Students investigate the role of the Deaf Sports & Recreation Association of SA in regards to the Deaf communities. They meet with a number of Deaf members to gain information as well as research information through sources such as the internet.  Students sign with a group of Deaf community members to describe the cultural importance of the Deaf Sports & Recreation Association of SA. The signed presentation will show a range of signing techniques, using appropriate expression and signing conventions.  Reflective Response in English:  Students write a reflective piece about what they have learnt about the Deaf Sports & Recreation Association of SA,  Students reflect on what they have learnt, how it may have changed their thinking about the Deaf community/hearing community relationship and explain how their beliefs and practices may have changed through their studies. | 1,2  1,2 | 1,2 | 1,2 | 1,3 | Response in Auslan  Recorded signed presentation:  3 – 4 minutes  Students provide evidence of preparation and planning e.g.  notes, drafts etc.  Reflective Response in English  Written: Approximately 500 words |

***Five assessments.*** *Please refer to the Stage 1 Auslan Continuers Level Subject Outline.*

*Exemplified with the kind permission of Amy Geue, Windsor Gardens Vocational College*