# Pre-approved Learning and Assessment Plan

Stage 2 Auslan at Continuers Level

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** | **U** | **C** | **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 Auslan at Continuers Level – 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: Folio – weighting 50%

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| I | E | CS | AR |
| Informal Signed Assessment  Students have an informal group discussion about the use of Auslan and the relationship between their career choices and their studies in Auslan. Students use a wide range of linguistic features within their discussions and will include their personal opinions regarding the use of and functionality of Auslan in the community. | 1,2 | 1,2 | 1,2 |  | 15-30 minutes videotaped discussion in class. |
| Formal Signed Assessment  Students research the topic: 'To be Deaf is to be involved actively in the Deaf community where as to be deaf is to physically have a medical hearing deficiency'. Discuss. Students present their research to the class in a formal signed piece showing various use of linguistic features relevant to a formal presentation. Students prepare a summary of their research to present to the class which shows evidence of their learning. Students may use a PowerPoint presentation to complement their signing. | 1,2 | 1,2 | 1,2 | 3 | Preparation and research time of two weeks.  3-5 minutes presentation. |
| Text Analysis  Student to look at and compare two different Auslan e-learning tools available to the public – one being a South Australian developed DVD and the other being an application for smart phones developed in the eastern states. Students to analyse the differences of the signs and to discuss the difference in linguistic and dialects presented between the two texts. | 1,2 |  |  | 1,2,3 | Time in a double lesson to view and discuss both texts.  Student choice to respond in Auslan or written English. |

Assessment Type 2: In-depth Study – weighting 20%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| I | E | CS | AR |
| Formal Signed Discussion  Students produce a formal signed piece about a topic which has been negotiated with the teacher. The topic will be related to the study they have undertaken as a part of their in-depth study. Students will need to show that they have an understanding of their topic through expressing the information they have learnt, and reflecting on the texts they have used. The use of language will show an understanding of Auslan linguistics and will be appropriate to the audience in which they are signing to. | 1,2 | 1,2 | 1,2 |  | Formal signed response of 3-5 minutes  Students to show evidence of planning, preparation and research |
| Informal Signed Discussion  Students discuss in small groups and with the teacher the ideas and opinions that have changed or been confirmed through their studies. Students will discuss an aspect of their in-depth study and explain how this was relevant to their research. Students will also show how they were able to obtain their information. Students will use the correct Auslan linguistics and use signs appropriate to the audience. | 1,2 |  | 1,2 |  | Informal signed response 4-5 minutes  Students to show evidence of planning, preparation and research. |
| English Reflection  Students to write a reflective paper about their learning experiences through their in-depth study. Students will reflect on their texts they used/viewed, reflect on their ideas, information and opinions and explain how these changed throughout their course of study. |  |  |  | 1 2,3 | 600 word written response to be completed after both of their signed assessments  Students to show evidence of planning, preparation and research. |

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 interactive sign examination assesses primarily student’s knowledge and skill in using Auslan for conversation, reporting, and discussion purposes.  Section 1: Conversation and discussion.  Section 2: Presentation and response.  The 2-hour sign comprehension and sign production examination has two sections:  Section 1: Watching and responding to informed signed texts.  Section 2: Watching and responding to formal signed. | Examination (approx. 15 minutes).  2-hour examination. |

*Eight to ten assessments.**Please refer to the Stage 2 Nationally Assessed Languages at Continuers Level subject outline.*