PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Modern Greek (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** | **M** | **G** | **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 Modern Greek (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** | **IR** |
| **Assessment Type 1:**  **Interaction**  **Weighting 20%** | As part of the unit, “The Individual”, students engage in an interaction with their teacher in which they talk about themselves, their family and their friendships. Students will demonstrate their ability to create the desired impact by relating relevant ideas and information using accurate language and a range of communication strategies. | 1,2 | 1,2,3 |  | Four weeks’ preparation  Length: approximately 3 minutes. |
| **Assessment Type 2:**  **Text Production**  **Weighting 20%** | Students imagine they have been in Greece for one month on an exchange or on vacation. They write a letter to a friend or relative in Australia informing him/her about their experiences, including an adventure. Students use a range of language devices to relate appropriate details, adhere to the text type conventions, and demonstrate their ability to structure and sequence their ideas coherently. | 1,2 | 1,2 |  | Length: approximately 200 – 250 words in Greek  Drafted in lesson in with dictionary support and completed over 3 days. |
| **Assessment Type 3:**  **Text Analysis**  **Weighting 20%** | Students read an article on Festivals and/or celebrations in Greece in Modern Greek and answer questions about the text in English. In their responses students interpret meaning by drawing and justifying conclusions about the purpose, audience, and message of the text and analyse the language (e.g. explain in detail the linguistic, stylistic, and/or cultural features of the text). They also demonstrate their ability to thoughtfully reflect on their own values in relation to those in the text. |  | 2 | 1,2 | To be drafted in a single lesson with dictionary support and completed over three days. |
| **Assessment Type 4:**  **Investigation**  **Weighting 40%** | **Report in Modern Greek**  Students research a famous Greek person using a range of English and Modern Greek resources. Based upon this research students write a report/article for a multi-cultural publication in Modern Greek informing the reader about their chosen person’s life, achievements, successes and the contribution they have made to the Greek-speaking communities. Students demonstrate their ability to organise their ideas coherently, adhere to text type conventions, and use a range of language to complete the task. Evidence of research such as notes and drafts are provided as evidence of preparation and planning.  **Reflection in English**  Students research a famous Greek person using a range of English and Modern Greek resources. Based upon this research students write a personal reflection in English in which they comment on:   * new learning * what impact this research had on them personally – how it changed their beliefs or views of that person * any learning that was new, surprising and/or challenging * what they believe makes this person a “famous Greek” * how this learning has affected them personally | 1,2 | 1,2  2 | 1  3 | Written: approximately 250 words in Modern Greek.  Students provide evidence of planning, preparation and research e.g. notes, drafts, etc.  Written: approximately 400 words in English.  Students provide evidence of planning, preparation and research e.g. notes, drafts, etc. |

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