# Pre-approved Learning and Assessment Plan

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

Pre-approved learning and assessment plans are for *school use only*.

* Teachers may make changes and additions 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** | **D** | **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 — Additional 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 - 50%

Students complete one creating and responding assessment type comprising:

* two resource creations
* two responses to resources.

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

Assessment Type 2: Language in Action - 20%

Students complete one language in action project.

This assessment type has two parts.

* Part 1: Language in action project — collaborative task
* Part 2: Review — individual task.

| Assessment details | Assessment design criteria | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- |
| C | AA |
| **Part 1 – Language in Action Project-collaborative task**  (add detail)  Students work collaboratively to share and build their [Additional language] knowledge, understanding and skills in creating a language in action project.  **Part 2 – Review-individual task**  (add detail)  Students individually review their language in action project and their learning. | Identify | Identify |  |

Assessment Type 3: Language study - 30%

Students complete one language study.

This assessment type has two parts, both of which are carried out individually:

* Part 1: Language study
* Part 2: Review.

| Assessment details | Assessment design criteria | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- |
| C | AA |
| **Part 1 – Individual Language Study** (add detail)  Students undertake an individual language study of an area of interest relating to [Additional Language], in which they explore an area of interest related to one or more focus areas.  **Part 2 – Review** (add detail)  Students individually review their language study and their learning.  The review may include discussion about:   * how the language study has increased their understanding of the [Additional Language]-speaking community * how the language study has changed their personal values, beliefs, and sense of personal identity * what they learnt about how language reflects culture and identity. | Identify | Identify |  |

*Six assessments.**Please refer to the Stage 2* Australian Languages- Second Language *subject outline.*