# Pre-approved Learning and Assessment Plan

Stage 1 Australian Languages — Revival Language — (Language) – 10 credits

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** | **R** | **L** | **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 |  |

# Assessment overview

Stage 1 Australian Languages — Revival Language — (Language) – 10 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: Language Folio**

For a 10-credit subject, students undertake three language folio tasks comprising:

* one resource performance
* one response to resources
* one reclamation skills task.

For a 20-credit subject, students undertake four language folio tasks comprising:

* at least one resource performance
* at least one response to resources
* at least one reclamation skills task.

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| C | U | IE |
| Resource performance  (Add detail)  Students perform a task in which they move between a written and a spoken resource in [Revival Language]. Although the resource should be primarily in [Revival Language], English may be used where students are providing explanations of language and/or cultural features, or in comparisons between languages. (Add detail) | Identify | Identify | Identify |  |
| Response to resources  (Add detail)  Students explore and interpret one or more resources in [Revival Language] by responding to questions on the resources in English and/or [Revival Language], as appropriate. | Identify | Identify | Identify |  |
| Reclamation skills  (Add detail)  Students explore the processes and protocols of language reclamation and demonstrate their understanding. | Identify | Identify | Identify |  |

Assessment Type 2: **Language Inquiry**

For a 10-credit subject, students undertake one language inquiry.

For a 20-credit subject, students undertake two language inquiries.

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| C | U | IE |
| Language Inquiry  (Add detail)  In a language inquiry, students investigate the post-colonial decline and/or revival of [Revival Language], using available resources of [Revival Language]. | x | Identify | Identify |  |

*Four assessments.**Please refer to the Stage 1 Australian Languages — Revival Language subject outline.*