

SUBJECT OUTLINE CHANGES

As approved in accordance with the SACE Board's
COVID-19 response governance structure

AUSTRALIAN LANGUAGES

After consultation with the community of teachers of Australian Languages the following subject outline changes have been made:

- Assessment Types with a collaborative component **may be replaced** with an individual task if necessary. Specific features relating to collaboration (e.g. C3 in Stage 2 Australian Languages- First Language) **may be omitted**.



STATEMENT ABOUT FLEXIBILITIES

Flexibilities exist in the number of tasks required for assessment in this subject.

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

The highest level of achievement as indicated in the Performance Standards can be achieved through the minimum number of tasks, and offering a range of tasks allows teachers to meet the diverse needs of different student cohorts and contexts.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

It should be noted that word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

Teachers are encouraged to collaborate and discuss ideas through [PLATO Social](#).