# School-developed Learning and Assessment Plan form

Stage 2 [Language] at Continuers Level

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| --- | --- | --- | --- | --- |
| School |  | | Teacher(s) |  |
| Other schools using this plan | |  | | |

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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** | **X** | **X** | **C** | **20** |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| School use only   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Approved |  | Not approved |  |  |      |  |  |  |  | | --- | --- | --- | --- | | Signature of Principal/delegate |  | Date |  | |

Addendum

Please only use this section for any changes made after the learning and assessment plan has been approved.

Changes made to the 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 of changes

The changes made to the learning and assessment 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 [Language] at Continuers Level – 20 credits

Complete the table below to show details of the planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all assessment design criteria.

Assessment Type 1: Folio – weighting 40%

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| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| I | E | IR |
| Interaction | 1,2 | 1,2,3 |  | Students engage in a conversation in which they to exchange information, ideas, feelings, opinions, about the challenges, successes and/or significant events they have experienced being a Year 12 student.  The conversation may be conducted with the teacher or another member of the [Language] speaking community.  Students demonstrate their ability to sustain and initiate an interaction in [Language]using a range of linguistic structures, and to provide sufficient depth and breadth in the treatment of their ideas.   * 5 - 7 minutes * No notes or cue cards permitted, but students may refer to pictures or other support materials. |
| Text Production | 1,2 | 1,2 |  | Students focus on societal change in [Country] and write a blog promoting the importance of embracing diverse gender identities and experiences. The blog is both informative and persuasive. Students respond to context, purpose and audience by adhering to the conventions of a public blog.   * Up to 500 words in [language] * Completed over two weeks with some time allocated in class. * Students provide evidence of planning, preparation and research e.g. notes, drafts and bibliography. |
| Text Analysis |  | 2 | 1,2,3 | Students listen to one text and read one text in [language] and answer questions in [language] and English. They relate appropriate detail from the texts in a cohesive response, expressing themselves with accuracy in [language] , where required. Students demonstrate the ability to interpret and reflect upon content, justifying their ideas with evidence from the text. They also analyse the relationship between language and audience and reflect on their own values in relation to those expressed in the text.   * Time: 90 minutes. * Under supervision, with support of printed bilingual dictionaries. |

Assessment Type 2: In-depth Study – weighting 30%

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| I | E | IR |
| Oral Presentation | 1,2 | 1,2 |  | Students present an informative talk in which they convey information, ideas and opinions about an aspect of their chosen topic. They demonstrate an understanding of context, purpose, and audience in their language, register and tone.  This task is individually negotiated and will differ in context purpose and audience from the other in-depth study tasks   * 3-5 minutes in [Language]. * Visual aids may be used as support. * Cue cards permitted. * Notes, drafts and bibliography are submitted as evidence of preparation and planning. |
| Written or multimodal response in [language] | 1,2 | 1,2 |  | Students prepare a written or multi modal response in which they communicate information, ideas and opinions about an aspect of their chosen topic, as negotiated with their teacher. In doing so, they respond to the context, purpose and audience.  They also adhere to the conventions of their chosen text type.   * 500 words or 4 – 5 minutes in [language] . * Notes, drafts and bibliography to be submitted as evidence of preparation and planning. |
| English reflection | 2 | 2 | 1,3 | Students prepare either a written or oral response, which is personal and reflective in nature. They share their insights on the research process and how their findings have affected them, e.g. influenced their understanding of the topic, changed their thinking, and increased their self-awareness.   * 600 words or 5-7 minutes. * Notes and drafts to be submitted as evidence of preparation and planning. |

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 oral examination is a conversation about the student’s personal world and assesses primarily student’s knowledge and skill in using assessed language.  The 2 - hour written examination has three sections:  Section 1: Listening and responding  Section 2: Reading and responding  Section 3: Writing in assessed Language | Oral examination (approximately 8-10 minutes).  2-hour written examination, plus 10 minutes reading time. |

*Eight assessments.**Please refer to the Locally Assessed Languages at Continuers Level subject outline.*