# Pre-approved Learning and Assessment Plan

Stage 2 [Language] at Continuers Level

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) |
|  |  |  |  | **2** |  |  | **C** | **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 [Language] at Continuers Level – 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: 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 ‘Movie Show' style interaction in [Language] about [Language] cinema. They communicate their opinions on a range of topics and issues related to the [Language] film/s they have seen, justifying them with evidence from the texts.  Students comment on differences and similarities they have noticed between the ideas and values expressed in [Language] films and those in ‘mainstream’ films they have viewed.  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. Students demonstrate the ability to state and support their opinions and respond appropriately to the thoughts and opinions of others.   * 5 - 7 minutes per student * No notes or cue cards permitted, but students may refer to pictures or other support materials. |
| Text Production | 1,2 | 1,2 |  | Students write an article for their sister school’s website about environmental issues in [Country] and Australia and what they do/can do to reduce their environmental impact. Students demonstrate their ability to write an informative and persuasive text, conveying and supporting their ideas using a range of language, and using appropriate register and text type conventions.   * approximately 500 words * Completed over 2 weeks, including some class time with support of printed bilingual dictionaries. * One draft allowed. |
| Text Analysis  . |  | 2 | 1,2,3 | Students engage with two texts, which are both related to the prescribed theme of The [Language]-Speaking Communities.   * one text is a listening text * one text is a reading text.   Students answer questions about the texts in English and/or [Language] to demonstrate their ability to interpret meaning, analyse language, and reflect on ideas in the texts.   * Length: 120 minutes * Under test conditions, with support of printed bilingual dictionaries. |

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

| 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 use both [Language] and English resources to undertake research into a topic of their choice from one of the two prescribed themes, The [Language]-speaking Communities or The Changing World.    Using information from their research they present a persuasive talk with the help of a Power Point presentation. In this task students should demonstrate their ability to organise their ideas logically and to use a range of Language to express their ideas, creating interest in their talk.   * 3 - 5 minutes * 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 | 3 | Using the information gained through research about the topic of their choice. Students produce a written or multimodal response of approximately 500 words or 4–6-minute multimodal equivalent, as negotiated with the teacher.  The assessment should differ in context, audience, and purpose from the other tasks in this assessment type.  The text must include evidence of their research, interpretation of meaning, Language analysis, and personal reflection and opinions.   * Notes, drafts and bibliography to be submitted as evidence of preparation and planning. * One draft allowed. |
| English Reflection | 2 | 2 | 1,3 | Students reflect in English on their experience in undertaking the In-depth study.  Students may reflect on (select):   * how the research experience was similar to or different from their preconceptions * how the research has influenced their thinking about Language and culture * how cultures, values, ideas, practices, and beliefs are represented or expressed in the texts studied * how the research has influenced their own understanding or perspectives on issues/topics * learning that was new, surprising, or challenging * how the learning may have changed their thinking * how the in-depth study has increased their understanding of the Indonesian-speaking communities * how their learning in their in-depth study has contributed to their understanding of themselves (e.g. identity, culture(s), values) * their own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied   Written response of 600 words or a 5-7 minute talk to the class.  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 spoken [Language].  The 2-hour written examination has three sections:  Section 1: Listening and responding  Section 2: Reading and responding  Section 3: Writing in Indonesian. | Oral examination (8 to 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.*