# School-developed Learning and Assessment Plan form

Stage 2 [Language] at Background Speakers Level

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SACE school code |  | Year |  | Enrolment code |  | Program variant code (A–W) |
| Stage | Subject code | No. of credits (10 or 20) |
|  |  |  |  | **2** | **X** | **X** | **D** | **20** |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  School use only

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Approved |  |  Not approved |  |   |

|  |  |  |  |
| --- | --- | --- | --- |
|  Signature of Principal/delegate |  | Date |  |

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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

|  |
| --- |
| 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 planthe rationale for making the changeswhether 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.

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 [Language] at Background Speakers 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%

|  |  |  |
| --- | --- | --- |
| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| I | E | IR |
| Interaction |  |  |  |  |
| Text Production |  |  |  |  |
| Text Analysis |  |  |  |  |

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 |  |  |  |  |
| Written or multimodal response in [language] |  |  |  |  |
| English reflection |  |  |  |  |

External Assessment: Examination – weighting 30%

|  |  |
| --- | --- |
| Assessment details | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
|
| The oral examination assesses primarily student’s knowledge and skill in using spoken [language]Section 1: DiscussionThe 2-hour written examination has three sections:Section 1: Listening and respondingSection 2: Reading and respondingSection 3: Writing in [language] | Oral examination (approximately 10-15 minutes).2-hour written examinationplus 10 minutes reading time. |

*Eight assessments.**Please refer to the Interstate Assessed Languages at Background Level subject outline.*