# Pre-approved Learning and Assessment Plan

Stage 2 Tamil 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** | **T** | **A** | **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 Tamil 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 50%

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| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| I | E | IR |
| Interaction  Students engage in a conversation with the teacher, discussing how they have been influenced by their own culture and how they can use their knowledge and experiences to ensure that their culture is maintained in Australia, including any difficulties they may face. They demonstrate their ability to maintain and sustain an interaction in Tamil, to use a range of linguistic structures, and to provide sufficient depth and breadth in the treatment of their ideas. | 1,2 | 1,2,3 |  | 5-7 minute conversation with teacher.  No notes or cue cards permitted. |
| Text Production  After watching a video-clip on the legendary Tamil film, ‘7-Aam Arivu’, students write a film review which discusses different aspects of the film such as historical information, the setting, technology, and the portrayed socio-economic values. They must also include their opinion on why the film was so successful. Students demonstrate their ability to interpret the content of the video-clip and use a range of language to accurately express information, opinions and ideas, organise their ideas logically and coherently, and to observe the text type conventions. | 1,2 | 1,2 |  | Length: approximately 300-350 words.  Viewing time 30 minutes followed by 15 minutes of class discussion. Completed over two weeks including some class time.  Printed bilingual dictionaries allowed. One draft allowed. |
| Text Analysis  Students listen to a number of texts in Tamil which differ in style and purpose, related to the topic: ‘World of Work’. They then answer questions in English and/or Tamil. Students interpret meaning, analyse the language and reflect on how cultures, beliefs, values, practices, and ideas are represented or expressed in text. |  | 2 | 1,2,3 | Length: 90 minutes  Under test conditions, with support of printed bilingual dictionaries. |

Assessment Type 2: In-depth Study – weighting 20%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| I | E | IR |
| Oral Presentation  Students use both Tamil and English resources to undertake research on a topic of their choice related to either of the themes ‘The Tamil –speaking Communities’ or ‘The Changing World’. They then present a talk to the class in which they convey information, ideas, and opinions about aspects of their chosen topic. They demonstrate their ability to organise their ideas logically and to use a range of language to express their ideas, creating interest in their talk. | 1,2 | 1,2 |  | Speech of 3-5 minutes duration .  Visual aids may be used as support. Cue cards permitted.  Notes, drafts and bibliography are submitted as evidence of preparation and planning. |
| Written Response in Tamil  Based on the information gained through researching their chosen topic, students write a letter to a friend in a Tamil-speaking community, in which they discuss their own experiences with this topic, their feelings about it and the impact that it has had on their lives. They demonstrate their ability to express information, ideas, and opinions, to interpret and reflect on texts studied, to use correct text type conventions and appropriate register for the purpose and audience, while structuring and sequencing their ideas logically. | 1,2 | 1,2 | 3 | Written response of 500 words in Tamil.  Notes, drafts and bibliography to be submitted as evidence of preparation and planning.  One draft allowed. |
| English Reflection  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 Tamil-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 * how they may use this experience in the future. | 2 | 2 | 1, 3 | 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 assesses primarily student’s knowledge and skill in using spoken Tamil.  Section 1: Conversation  Section 2: Discussion  The 2 ½ - hour written examination has three sections:  Section 1: Listening and responding  Section 2: Reading and responding  Section 3: Writing in Tamil | Oral examination (10 to 15 minutes).  2 ½ - hour written examination. |

*Eight to ten assessments.**Please refer to the Stage 2 Nationally Assessed Languages at Continuers Level subject outline.*