# Pre-approved Learning and Assessment Plan

Stage 1 Australian Languages — Additional Language — (Language) - 10 credits

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.

|  |  |  |  |
| --- | --- | --- | --- |
| School |  | Teacher(s) |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **1** | **A** | **D** | **L** | **10** |  |

Addendum – changes made to the pre-approved 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 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.

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

# Assessment overview

Stage 1 Australian Languages — Additional Language — (Language) - 10 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: Creating and responding

For a 10-credit subject, students undertake two to three creating and responding tasks.

For a 20-credit subject, students complete at least four creating and responding tasks.

| Assessment details | Assessment design criteria | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- |
| C | AA |
| **Resource creation task 1** (add detail)  Students can create oral, written and/or multimodal resource(s) using [Additional Language] to communicate information, experiences, ideas and/or opinions accurately and appropriately to an intended audience. | Identify | Identify |  |
| **Response to resources task 1** (add detail)  Students respond to a resource(s) in [Additional Language] with responses predominantly in [Additional Language]. However, English or a combination of [Additional Language] and English may be appropriate to some contexts. | Identify | Identify |  |

Assessment Type 2: Language in action

For a 10-credit subject, students undertake one language in action task.

For a 20-credit subject, students undertake at least one language in action task.

| Assessment details | Assessment design criteria | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- |
| C | AA |
| Part 1- Language in Action Project-collaborative task  (add detail)  Students work collaboratively to use and apply their [Additional language] knowledge, understanding and skills in creating a language in action project. The focus is on taking action, transmission and/or development of [Additional Language]. | Identify | Identify |  |

*Stage 1*

For a 10-credit subject, students provide evidence of their learning through three or four assessments.

For a 20-credit subject, students provide evidence of their learning through six assessments.

*Please refer to the Stage 1 Australian Languages — Additional Language subject outline.*