# Pre-approved Learning and Assessment Plan

Stage 2 Australian Languages — Revival Language — (Language) – 20 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) |
|  |  |  |  | **2** | **A** | **R** | **L** | **20** |  |

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 2 Australian Languages — Revival Language — (Language) – 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: Language Folio (40%)**

Students undertake one language folio that comprises four tasks:

* at least one resource performance and commentary
* at least one language analysis
* at least one reclamation skills task.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| C | U | IE |
| Resource performance and commentary  (Add detail)  Students perform a task in which they move between a written and a spoken resource in [Revival Language]. Although the resource should be primarily in [Revival Language], English may be used where students are providing explanations of language and/or cultural features, or in comparisons between languages. | Identify | Identify | Identify |  |
| Language analysis  (Add detail)  Students analyse and interpret one or more resources in [Revival Language] by responding in English and/or [Revival Language], as appropriate. | Identify | Identify | Identify |  |
| Reclamation skills  (Add detail)  Students explore the processes and protocols of language reclamation and demonstrate their understanding by applying those skills individually and/or collaboratively. | Identify | Identify | Identify |  |

**Assessment Type 2: Collaborative Project (30%)**

This assessment type consists of two parts:

* a collaborative project
* an individual reflection.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| C | U | IE |
| Collaborative Project  (Add detail)  Students work collaboratively to apply their knowledge and understanding of [Revival Language] in the planning and implementation of a project, activity, or performance that raises public awareness about [Revival Language] cultural renewal and reconciliation. | x | Identify | Identify |  |

**External assessment**

**Assessment Type 3: Language Exploration (30%)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| C | U | IE |
| Language Exploration  (Add detail)  Students work collaboratively with others (e.g. peers, members of the community, linguists) to explore their understanding of language-building processes used in the revival of [Revival Language], and how this contributes to the ongoing processes of cultural renewal and reconciliation. | C1 | UA1  UA2 | IE2  IE3 |  |

Students provide evidence of their learning through six assessments, including the external assessment component*.**Please refer to the Stage 2 Australian Languages — Revival Language subject outline.*