PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Language and Culture**

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) |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SACESchool Code |  | Year |  | Enrolment Code |  | Program Variant Code (A–W) |
| Stage | Subject Code | No. of Credits (10 or 20) |
|  |  |  |  | **1** | **L** | **A** | **C** | **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 |  |

Stage 1 Language and Culture (20-credits)

Assessment Overview

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 and Weighting** | **Details of assessment** | **Assessment Design Criteria** | **Assessment conditions**(e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- |
| **KU** | **AR** | **IE** |
| **Assessment Type 1:** **Text Analysis****Weighting 35%** | Students respond to an advertisement in [Language]. In their response, students answer questions in English and the target language. The questions should allow students to analyse the linguistic and stylistic features of the text, interpret meanings and reflect on the ways culture is expressed and communicated.  | 1,2 | 1,2,3 |  | Time: 2-4 lessons, supervisedTexts: In target languageQuestions and Answers in language and/or English |
| Students respond to a traditional story in [Language] either as extended text or as answers to questions set by their teacher. In their response, students analyse the linguistic and cultural features in the text. This includes the origins of key vocabulary, phrases or expressions. They interpret meaning and reflect on the ways in which culture is created, expressed and communicated.  | 2,3 | 1,2,3 |  | Time: 2-4 lessons, supervisedTexts: In target languageQuestions/Answers: In target language and/or English |
| Students respond to a magazine or newspaper article in [Language]. In their response, students analyse the linguistic and stylistic features of the text. This includes how the language has developed and changed. They interpret meaning and reflect on the ways in which culture is created, expressed and communicated. | 1,2,3 | 1,2,3 |  | Time: 2-4 lessons, supervisedTexts: In target languageQuestions/Answers: In target language and/or English |
| **Assessment Type 2:****Communication Activity** **Weighting 35%** | Students participate in a conversation about a past or future community event with their teacher. The conversation must be in the target language with a focus on spontaneous interaction. | 2 |  | 1,3 | The student should do most of the talking.Time: 3-5 minutesRecorded  |
| Students give a presentation in the target language to their classmates about an issue important to young people in the target community. They then respond to questions from the audience that enable the presenter to demonstrate their knowledge of the issue at greater depth. Issues should include aspects of language that have changed or developed and how the issue might be similar or different for Australian born young people. | 1,3 |  | 2,3 | The student can refer to pictures or visual support materials but not written notes.Time: 5-7 minutesPresentation in Target Language |
| Students write a letter/email in the target language to a friend in another country about their daily life in Australia and how aspects of the target language and culture are changing or influenced by the local context. | 1,2 |  | 1,3 | Written task of approximately 200 wordsTime: 2-4 lessons in classTeacher should be provided with evidence of planning and drafting |
| **Assessment Type 3:** **Group Activity****Weighting 30%** | Students work collaboratively with at least one or more other students to produce a written or multi-modal brochure in the target language that aims to inform new community members of the range of community migrant support programmes.  | 1,2 |  | 2,3 | Time: 7-10 lessonsWritten: Maximum of 300 words or 5 minutes if oralStudents negotiate with their teacher to be assessed individually or as a group |
| Students work collaboratively with at least one or more other students to design and conduct a survey in the target language which gathers community members’ opinions and ideas about the sustainability of the target culture in the Australian context. This includes issues of language change, culture and identity. Students should use the target language when conducting the survey.  | 1,2 |  | 1,3 | Time: 7-10 lessonsWritten: Maximum of 300 words or Students negotiate with their teacher to be assessed individually or as a group |

***Eight to ten assessments.*** *Please refer to the Stage 1 Language and Culture subject outline.*