# School-developed Learning and Assessment Plan form

Stage 2 Korean at Background Speakers Level

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

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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** | **K** | **O** | **D** | **20** |  |

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

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

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| --- | --- | --- | --- |
|  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

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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 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.

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

# Assessment overview

Stage 2 Korean 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%

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| --- | --- | --- |
| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| I | E | IR |
| Interaction | 1,2 | 1,2,3 |  | Students prepare a TED Talk style presentation and question and answer about an aspect of the changing nature of gender roles and expectations in Korea. Students present information, ideas, beliefs, opinions and personal perspectives on their chosen topic. During the question and answer section of the oral interaction students demonstrate their ability to sustain and initiate communication in Korean, handle unpredictable elements of discussion and use a range of expressions, idioms and stylistic devices. Students provide evidence of depth and variety of content in the treatment of their ideas.* 2 – 3 minute presentation and a 7 – 8 minutes question and answer
* Cue cards permitted for presentation
* No notes or cue cards or notes permitted
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| Text Production | 1,2 | 1,2 | 1 | After investigating and researching the topic of ‘Stories from the Past’ students write an article for an online Korean language culture website about a person/people or event that has had a significant impact on Korea’s cultural and/or history.Students demonstrate their ability to write and informative, engaging, and evaluative article. Students demonstrate their ability to convey their ideas and opinions using a range of language, appropriate register, and text type conventions. Ideas, opinions, and perspectives are supported with evidence from the texts studied.* Maximum 1200 characters
* Completed over 2 weeks, including some class time
* Dictionaries and notes may be used
* One draft allowed
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| Text Analysis |  | 2 | 1,2,3 | Students read and/or listen to a number of texts in Korean which differ in style and purpose but are related to the topic of changes and development of language use in Korean (impact of globalisation on language, dialects, online language, slang, changes to language conventions etc.). Students evaluate, compare and contrast information, opinions, perspectives, and ideas in texts, and draw conclusions by responding to the texts and answering questions in English and/or Korean. * Length: 120 minutes
* Under test conditions with the support of printed bilingual dictionaries
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Assessment Type 2: In-depth Study – weighting 30%

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| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| I | E | IR |
| Oral Presentation | 1,2 | 1,2 | 1,3 | Students use both Korean and English resources to undertake research into a topic of their choice related to an environmental issue (either local or global) and the impact on Korea and/or Korea’s response to the selected issue. Potential areas for research include, but are not limited to: pollution, wildlife protection, conservation, natural resources, urbanisation and the environment, technology and scientific environmental impacts.Students present an informative speech in Japan for an international young leaders’ environmental convention that demonstrates their ability to organise their ideas logically and to use a range of language to express their ideas and create interest in their presentation. * 5 - 7 minutes
* Visual aids may be used as support.
* Cue cards permitted.
* Notes, drafts and bibliography are submitted as evidence of preparation and planning.
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| Written or multimodal response in [language] | 1,2 | 1,2 | 1,3 | Using the information gained through research about the topic of their choice. Students produce a written or multimodal response in Korean as negotiated with the teacher. The assessment should differ in context, audience, and purpose from the other tasks in this assessment type. The text must include evidence of their research, interpretation of meaning, language analysis, and personal reflection and opinions.* Maximum 1800 characters or 6-8 minutes multimodal equivalent
* Notes, drafts and bibliography to be submitted as evidence of preparation and planning.
* One draft allowed.
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| English reflection | 2 | 2 | 1,3 | 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
* their own values, beliefs, ideas, and practices in relation to those represented or expressed in the texts studied
* how the in-depth study has influenced, increased, or changed their understanding of the issue or topic
* how the research has informed their own understanding of, or perspectives on, related issues or topics
* learning that was new, surprising, or challenging
* their insights and findings
* how they may use their learning from this experience in the future
* how the research has influenced their thinking about language and culture
* their reasons for choosing the topic
* the research process
* the aspects they would choose and why, if they had the opportunity to research their topic further.
* Written response of approximately 600 words or a 4-5 minute presentation
* Notes and drafts to be submitted as evidence of preparation and planning.
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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 is designed to assess primarily students’ knowledge and skill in exchanging and explaining information, opinions, and ideas in spoken Korean.Section 1: DiscussionThe 2-hour written examination has three sections:Section 1: Listening and responding.Section 2: Reading and responding.Section 3: Writing in Japanese. | Oral examination (approx. 10 – 15 minutes)2 hour written exam with 15 minutes reading time. |

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