# School-developed Learning and Assessment Plan form

Stage 2 Vietnamese 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** | **V** | **N** | **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 Vietnamese 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 participate in a round table discussion focused environmental issues (either local or global) and the impact on Vietnam and/or Vietnam’s response to the selected issue. During the discussion students demonstrate their ability to sustain and initiate communication in Vietnamese using a range of expression. Students provide sufficient depth and variety of content in the treatment of ideas and support and justify opinions, beliefs, ideas, and perspectives with evidence from texts.* Length 6 – 8 minutes pers student contribution
* Each student must be identifiable in the recording for assessment purposes
* No notes or cur cards permitted
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| Text Production |  |  |  | Students investigate in research a contemporary issue of their choice that impacts Vietnamese youth in Vietnam and/or Australia for an online International or Australian Vietnamese language website. The article allows them to produce an informative and evaluative written text that discusses the issue and suggests potential solutions. They convey and support their ideas using a range of language and use appropriate register and text type conventions. Information, ideas, opinions, and personal perspectives are supported with evidence from the texts use to inform their research. * Length: maximum 600 words
* Completed over two weeks, including some class time.
* Dictionaries and notes may be used.
* One draft allowed.
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| Text Analysis |  | 2 | 1,2 | Students read and/or listen to a number of texts in Vietnamese which differ in style and purpose but are related to the topic of changes and development of language use in Japan (impact of globalisation on the Vietnamese 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 Vietnamese   * 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 Vietnamese and English resources to undertake research into changes that impact the population in relation to economic and social change (e.g. aging population, birth rates, education, decline in rural populations, urbanization, changes in industry).Students present an informative speech in Indonesian for an international youth convention that demonstrates their ability to organise their ideas logically and to use a range of language to express their opinions and perspectives, and to 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 Vietnamese 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 800 words 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 assesses primarily student’s knowledge and skill in using spoken Vietnamese. Section 1: DiscussionThe 2-hour written examination has three sections:Section 1: Listening and respondingSection 2: Reading and respondingSection 3: Writing in Vietnamese | Oral examination (approximately 10-15 minutes).2-hour written examinationplus 10 minutes reading time. |

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