PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Arabic (continuers)**

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.

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| School |  | Teacher(s) |  |

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| SACE  School Code | | |  | Year |  | Enrolment Code | | | | |  | Program Variant Code (A–W) |
| Stage | Subject Code | | | No. of Credits (10 or 20) |
|  |  |  |  | **1** | **A** | **R** | **C** | **10** |  |

**Addendum – changes made to the pre-approved 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 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.

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| Signature of principal or delegate |  | Date |  |

Stage 1 Arabic (continuers) (10-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) |
| --- | --- | --- | --- | --- | --- |
| **I** | **E** | **IR** |
| **Assessment Type 1:**  **Interaction**  **Weighting 20%** | Students have a conversation in Arabic with their teacher discussing the importance for young people to maintain an active and healthy lifestyle. They use a range of language to express their thoughts and ideas in detail and justify their opinions with evidence. Students maintain the interaction through using a variety of communication strategies. | 1,2 | 1,2,3 |  | Oral: 3 – 5 minutes one to one conversation with teacher.  Prepared but not scripted.  No cue cards for conversation.  Visual aids may be used. |
| **Assessment Type 2:**  **Text Production**  **Weighting 20%** | Students write an editorial for a youth magazine in which they rally for local politicians to be more inclusive of the opinions, needs and desires of the youth in society. Students demonstrate their ability to use correct text type conventions and appropriate register for the purpose and audience, while structuring and sequencing their ideas logically. Students use a range of language and familiar idiomatic expressions and demonstrate their ability to use familiar and unfamiliar vocabulary and sentence structures accurately. | 1,2 | 1,2 |  | Written: minimum 200 words  5 x lessons + 2 x weeks of homework.  Students provide evidence of preparation and planning e.g. notes, drafts, etc. |
| **Assessment Type 3:**  **Text Analysis**  **Weighting 20%** | Students read a number of texts written in Arabic on the topic of ecotourism and respond to questions in English. They demonstrate their ability to interpret and reflect on the themes and ideas contained within the texts, including their ability to interpret meaning of language and style within a given context. They form conclusions about purpose and audience, and consider how cultures, values and beliefs are represented and expressed in the texts. |  | 2 | 1,2,3 | Completed over one week for homework, including 1 lesson of class time with bilingual dictionary support. |
| **Assessment Type 4:**  **Investigation**  **Weighting 40%** | Response in Arabic:  After examining unemployment issues in the Arab world, students write a diary entry or a series of entries in which they imagine that they are an unemployed person in the Arab world. They outline some of the reasons why they are out of work and reflect on how this impacts on their life. They yearn for positive change and suggest ways for it. Students use a range of language to express their thoughts and ideas in detail and justify their opinions with evidence.  Reflective Response in English:  Students write a written reflection in English detailing information and reflective thinking about their research experience and the topic of their investigation. Students reflect on learning that was new, surprising or challenging; how the learning may have changed their thinking/values; how the learning increased their understanding of the Indonesian community and culture. The reflection is clearly expressed and the register of their writing is appropriate to the purpose, audience and context. | 1,2 | 1,2  2 | 1,3 | Response in Arabic  Written: diary entry/entries  Minimum of 250 words.  Students provide evidence of preparation and planning e.g. notes, drafts, etc.  Reflective Response in English  Written: 500 words |

***Five assessments.*** *Please refer to the Stage 1 Interstate Assessed Arabic Continuers Level Subject Outline.*