# Pre-approved Learning and Assessment Plan

Stage 2 Vietnamese at Continuers Level

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) |
|  |  |  |  | **2** | **V** | **N** | **C** | **20** |  |

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.
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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 |  |

# Assessment overview

Stage 2 Vietnamese at Continuers Level – 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: Folio – weighting 50%

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| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| I | E | IR |
| Interaction Students participate in a conversation with the teacher in Vietnamese to exchange information, ideas, feelings, opinions, and experiences on a topic from the theme: The Individual. Students demonstrate their ability to sustain and initiate an interaction in Vietnamese using a range of linguistic structures, and to provide sufficient depth and breadth in the treatment of their ideas. | 1,2 | 1,2,3 |  | 5-7 minute conversation with teacher.No notes or cue cards permitted, but students may refer to pictures or other support materials. |
| Text ProductionStudents write a review of a Vietnamese film they have recently watched. Students demonstrate their ability to write an informative and evaluative text, responding to specific details, conveying and supporting their ideas using a range of language, and using appropriate register and text type conventions. | 1,2 | 1,2 |  | Length: a film review of approximately 400 words.Completed over 2 weeks, including some class time.Dictionaries and notes may be used. Only ne draft allowed. |
| Text AnalysisStudents read two Vietnamese passages related to the environment, which differ in style and purpose. They then answer questions about the texts in English and/or Vietnamese to demonstrate their ability to interpret meaning, analyse language, and reflect on ideas in the texts. |  | 2 | 1,2,3 | Length: 120 minutesUnder test conditions, with support of printed bilingual dictionaries. |

Assessment Type 2: In-depth Study – weighting 20%

| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- |
| I | E | IR |
| Oral Presentation Students use both Vietnamese and English resources to undertake research into a topic of their choice from the two prescribed themes (The Vietnamese-speaking Communities or The Changing World). They then present an informative talk with the help of a Power Point presentation to the audience at a forum on their main findings. They demonstrate their ability to organise their ideas logically and to use a range of language to express their ideas, creating interest in their talk. | 1,2 | 1 2 |  | Speech in Vietnamese of 3-5 minutes duration.Visual aids may be used as support.Cue cards permitted.Notes, drafts and bibliography are submitted as evidence of preparation and planning. |
| Written Response in Vietnamese Using the information gained through research about the topic of their choice, students produce a written response, 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, and personal reflection and opinions. | 1,2 | 1,2 | 3 | Written response of 500 words in Vietnamese.Notes, drafts and bibliography to be submitted as evidence of preparation and planning.One draft allowed. |
| English Reflection 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
* how the research has influenced their thinking about language and culture
* how cultures, values, ideas, practices, and beliefs are represented or expressed in the texts studied
* how the research has influenced their own understanding or perspectives on issues/topics
* learning that was new, surprising, or challenging
* how the learning may have changed their thinking
* how the in-depth study has increased their understanding of the Vietnamese-speaking communities
* how their learning in their in-depth study has contributed to their understanding of themselves (e.g. identity, culture(s), values)
* their own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied
* how they may use this experience in the future.
 | 2 | 2 | 1,3 | Written response of 600 words or a 5-7 minute talk to the class.Notes and drafts to be submitted as evidence of preparation and planning. |

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: ConversationSection 2: Discussion.The 2-hour written examination has three sections:Section 1: Listening and respondingSection 2: Reading and respondingSection 3: Writing in Vietnamese. | Oral examination (10 to 15 minutes).2-hour written examinationplus 10 minutes reading time. |

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