PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Chinese (background speakers)**

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** | **C** | **H** | **D** | **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 Chinese (background speakers) (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** | **ER** |
| **Assessment Type 1: Interaction**  **Weighting 20%** | Based on research conducted, students give an oral presentation in Chinese to the class on an aspect of Modernisation and Social Change and then respond to questions from the class and teacher. Students state the purpose of their talk, convey relevant information and detail about both general and specific aspects of this topic or issue, express their own opinions on the importance of understanding the topic for Chinese youth today, and qualify and justify their opinions and points of view using evidence from a range of sources and perspectives. | 1,2 | 1,2,3 |  | Oral  Approximately 3 minutes for presentation and 3-5 minutes of discussion |
| **Assessment Type 2: Text Production**  **Weighting 20%** | Students choose one political incident or policy which has had a significant impact on China and the world since 1949 and write a diary entry, in Chinese, about why they think this incident or policy is influential. Students demonstrate their ability to relate detail, convey a position, justify opinions and adhere to the text type conventions. Their response includes reference to texts studied in class as well as through independent research. | 1,2 | 1,2 |  | Written – diary entry.  Minimum of 550 characters.  60 minutes supervised in class with printed bilingual dictionary support |
| **Assessment Type 3: Text Analysis**  **Weighting 20%** | Students read two connected texts in Chinese and then respond in Chinese and English to questions in which they demonstrate the ability to analyse, interpret, and evaluate meaning and language use, and to reflect on how their own ideas and values relate to those expressed in the texts. Students support their answers using evidence from the texts, structure their responses coherently, and use language to accurately convey meaning. |  |  | 1,2,3 | Written  60 minutes supervised in class with printed bilingual dictionary support |
| **Assessment Type 4: Investigation**  **Weighting 40%** | **Response in Chinese**  Students read a wide range of texts related to urbanisation in China and write a letter in Chinese to their Chinese teacher expressing their views on the issue. In the letter students:   * relate appropriate information and ideas to convey their perspective; * qualify and justify their opinions using evidence from a range of sources and perspectives; * structure their response coherently using language accurately to convey, qualify and justify their views.   **Reflective Response in English**  Students write a personal reflection in English on their experience in undertaking the investigation on urbanisation in China. Students refer to texts studied and their knowledge and understanding to reflect on:   * the impact the research has had on them personally, for example how their understanding and opinions have changed; * new/surprising/challenging learning; and * their own values, beliefs in relation to the topic. | 1,2 | 1,2  2 | 1  1,3 | **Response in Chinese**  Written – letter  Minimum of 550 characters  100 minutes in class with support of 1 page of notes and printed bilingual dictionary support.    **Reflective Response in English**  Written: Approximately 500 words  One draft. Some class and homework time provided for the completion of this task. |

***Five assessments.*** *Please refer to the Stage 1 Locally Assessed Languages Background Speakers Level Subject Outline.*