# Pre-approved Learning and Assessment Plan

Stage 2 Chinese at Background Speakers 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** | **C** | **H** | **D** | **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. |

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 Chinese at Background Speakers 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 give a multimodal presentation and after respond to questions in Chinese to exchange information, ideas, feelings, opinions, and experiences about the topic of the changing roles and expectations of women and men in China. During the questions students demonstrate their ability to sustain and initiate communication in Chinese using a range of expression. Students provide sufficient depth and variety of content in the treatment of their ideas. | 1,2 | 1,2,3 |  | 10 minute multimodal presentation at a forum: 2-3 minutes presentation and 7-8 minutes questions and responses.  Cue cards permitted for the presentation part  No notes or cue cards allowed during the questions and responses. |
| Text Production  After researching a contemporary youth issue in China, students write an article for a youth magazine on the topic. Students demonstrate their ability to write an informative and evaluative article, discussing the problems and suggesting solutions to the issue. They convey and support their ideas using a range of language, and use appropriate register and text type conventions. Ideas, opinions, and perspectives are supported with evidence from the texts. | 1,2 | 1,2 |  | Length: approximately 450 characters in Chinese.  Completed over two weeks, including some class time Dictionaries and notes may be used.  One draft allowed. |
| Text Analysis  Students read a number of texts in Chinese which differ in style and purpose, but are linked in topic (Language in Use in Contemporary China). 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 Chinese. |  | 2 | 1,2 | Length: 120 minutes.  Under 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 Chinese and English resources to undertake research into a theme of China and the World, and as negotiated with the teacher (e.g. population issues and policies). They then present an informative talk with the help of a Power Point presentation to the class. 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 of 5-7 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 Chinese  Using the information gained through research, students produce a discursive essay on their negotiated topic. The essay must include evidence of their research, and evaluation of ideas, information, opinions, and perspectives on the topic. | 1,2 | 1,2 | 1 | Written response of 1000 characters maximum in Chinese  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. The reflective response is in the form of personal journal entries (2-3).  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. | 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 Chinese.  Section 1: Discussion  The 2-hour written examination has three sections:  Section 1: Listening and responding  Section 2: Reading and responding  Section 3: Writing in Chinese. | Oral examination (approximately 10-15 minutes).  2-hour written examination plus 10 minutes reading time. |

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