# School-developed Learning and Assessment Plan form

Stage 2 Chinese 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** | **C** | **H** | **D** | **20** |  |

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| School use only   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Approved |  | Not approved |  |  |      |  |  |  |  | | --- | --- | --- | --- | | Signature of Principal/delegate |  | Date |  | |

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 plan  the rationale for making the changes  whether 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 Chinese 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 deliver a Ted Talk style presentation in Chinese, including a question-and-answer section, related to the topic of Chinese contributions in Australia. Students’ presentation and unscripted question and answer section provide them with the opportunity to exchange information, ideas, feelings and personal opinions, and reflections on the unique contributions of Chinese culture and Chinese people have made to the modern Australian cultural landscape.  Students demonstrate their ability to sustain and initiate communication in Chinese, handle unpredictable elements of discussion and use a range of expressions, idioms and stylistic devices. Students provide evidence of depth and variety of content in the treatment of their ideas.   * Approximately 2 –3 minutes presentation * 7 – 8 minutes question and answer * No notes or cue cards permitted for question and answer, but students may refer to pictures or other support materials. |
| Text Production | 1,2 | 1,2 | 1 | Students select a popular contemporary drama or movie that has a key focus on Chinese culture, Chinese social dynamics, or issues and/or Chinese history to both evaluate and review for a Chinese language youth website in Australia.  Students demonstrate their ability to write an informative and persuasive review that evaluates the accuracy and authenticity of Chinese culture as presented in their choses text. Students demonstrate their ability to convey their ideas and opinions using a range of language, appropriate register, and text type conventions. Students are able to support their perspectives and analysis with evidence from the text.   * Maximum 1200 characters * Completed over 2 weeks, including some class time * Dictionaries and notes may be used * One draft allowed |
| Text Analysis |  | 2 | 1,2,3 | Students read and listen to a number of texts in Chinese which differ in text type, style, purpose and perspectives that are related to the financial, environmental and/or social impact of domestic and/or international tourism in 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.  Students answer questions about the texts in English and/or [Language] to demonstrate their ability to interpret meaning, analyse language, and reflect on ideas in the texts.   * Under test conditions, with support of printed bilingual dictionaries. * Length: 120 minutes |

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 Chinese and English resources to undertake research into an aspect of political development in China since 1949, and compare and contrast the past, present and future directions of their chosen political aspect.  Students present an informative speech in Chinese for an international young leaders’ convention that demonstrates their ability to organise their ideas logically and to use a range of language to express their ideas and 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. |
| 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 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 1800 characters or 6-8 minutes multimodal equivalent * Notes, drafts and bibliography to be submitted as evidence of preparation and planning. * One draft allowed. |
| 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 maximum 600 words or a 4-5 minute presentation * 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 is designed to assess primarily students’ knowledge and skill in exchanging and explaining information, opinions, and ideas in spoken Chinese.  Section 1: Discussion  The 130 minute written examination has three sections:  Section 1: Listening and responding  Section 2: Reading and responding  Section 3: Writing in Chinese | Oral examination (approx. 10 – 15 minutes)  130 minutes written examination. |

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