# 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.
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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 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 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 give an oral presentation in the style of a forum about a contemporary issue of their choice that impacts Chinese youth, in China and/or Australia. After their presentation students respond to a variety of non-rehearsed questions. During the question-and-answer section of the oral interaction students demonstrate their ability to sustain, initiate and react to spontaneous conversation and communicate in Chinese using a range of expression and linguistic features. Students provide sufficient depth and variety of content in the treatment of their ideas to inform and engage their audience while supporting and justifying their opinions, ideas and perspectives.* 10-minute oral presentation (forum style)
* 2-3 minutes presentation and 7-8 minutes questions and responses. Students may use visual aids (PowerPoint, images etc.) during the presentation of
* Cue cards permitted for the presentation
* **No notes or cue cards allowed during the questions and responses.**
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| Text Production  |  1,2  | 1,2 |   | Students investigate and research a topic of their choosing related to the impact of globalisation on Chinese culture for an online Australian/international Chinese language website. The article allows them to produce an informative and evaluative written text that discusses the issue and suggests potential solutions. They convey and support their ideas using a range of language and use appropriate register and text type conventions. Information, ideas, opinions, and personal perspectives are supported with evidence from the texts use to inform their research. * Length: maximum 600 characters
* Completed over two weeks, including some class time.
* Dictionaries and notes may be used.
* One draft allowed.
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| Text Analysis  |   |  2 | 1,2 |  Students read and/or listen to a number of texts in Chinese which differ in style and purpose but are related to the topic of changes and development of language use in Chinese (dialects, online language, slang, changes to language conventions etc.). 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. * Length: 120 minutes
* Under test conditions with the support of printed bilingual dictionaries
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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 a topic of their choice related to the theme of China and the World (examples include, but are not limited to, political and historical developments post 1949, overseas Chinese in Asia and/or Australia, democratic reform, global environmental issues and their impact on China or China’s response, population issues and policy etc.).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.
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| 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 in Chinese 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 1000 characters or 6-8 minutes multimodal equivalent
* Notes, drafts and bibliography to be submitted as evidence of preparation and planning.
* One draft allowed.
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| 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.
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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: DiscussionThe 2-hour written examination has three sections:Section 1: Listening and respondingSection 2: Reading and respondingSection 3: Writing in Chinese. | Oral examination (approximately 10-15 minutes).2-hour written examinationplus 10 minutes reading time. |

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