# Pre-approved Learning and Assessment Plan

Stage 2 Indonesian 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** | **I** | **N** | **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 Indonesian 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 Indonesian in the style of a forum about a contemporary issue of their choice that impacts Indonesian youth in Indonesia 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 Indonesian 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.) * Cue cards permitted for the presentation * **No notes or cue cards allowed during the questions and responses.** |
| Text Production | 1,2 | 1,2 |  | Students investigate and research a topic of their choosing related to the impact of globalisation on Indonesian culture for an online Australian/international Indonesian 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 800 words * Completed over two weeks, including some class time. * Dictionaries and notes may be used. * One draft allowed. |
| Text Analysis |  | 2 | 1,2 | Students read and/or listen to a number of texts in Indonesian which differ in style and purpose but are related to the topic of changes and development of language use in Indonesia (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 Indonesian.   * Length: 120 minutes * Under test conditions with the support of printed bilingual dictionaries |

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 Indonesian and English resources to undertake research into a topic of their choice related to an environmental issue (either local or global) and the impact on Indonesia and/or Indonesia’s response to the selected issue. Potential areas for research include, but are not limited to pollution, wildlife protection, conservation, urbanisation and the environment, technology and scientific developments and the environment.  Students present an informative speech in Indonesian 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 in Indonesian 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 800 words 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 assesses primarily student’s knowledge and skill in using spoken Indonesian.  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 Indonesian. | Oral examination (approximately 10-15 minutes).  2-hour written examination plus 10 minutes reading time. |

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