# Pre-approved Learning and Assessment Plan

Stage 2 Vietnamese at Continuers 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.

|  |  |  |  |
| --- | --- | --- | --- |
| School |  | Teacher(s) |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **2** | **V** | **N** | **C** | **20** |  |

Addendum – changes made to the pre-approved learning and assessment plan

|  |
| --- |
| 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.

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Vietnamese at Continuers 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%

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| I | E | IR |
| Interaction  Students participate in a conversation with the teacher in Vietnamese to exchange information, ideas, feelings, opinions, and experiences on a topic of “My future plans and career choices”. Students demonstrate their ability to sustain and initiate an interaction in Vietnamese using a range of linguistic structures, and to provide sufficient depth and breadth in the treatment of their ideas. | 1,2 | 1,2,3 |  | 5-7 minute conversation with teacher.  No notes or cue cards permitted, but students may refer to pictures or other support materials. |
| Text Production  Following a range of activities leading up to the task, students write the text of a speech to be made to a community meeting with young Vietnamese people discussing binge drinking issues and its effects on young people. Students demonstrate their ability to write an informative and evaluative text, responding to specific details, conveying and supporting their ideas using a range of language, and using appropriate register and text type conventions. | 1,2 | 1,2 |  | Length: text of speech of approximately 350 words  Completed over 2 weeks, in class Dictionaries and notes may be used.  One draft allowed. |
| Text Analysis  Students read texts in Vietnamese related to migration, which differ in style and purpose. They then answer questions about the texts in English and/or Vietnamese to demonstrate their ability to interpret meaning, analyse language, and reflect on ideas in the texts. |  | 2 | 1,2,3 | 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 Vietnamese and English resources to undertake research into a significant environmental issue in Vietnam. They then present a talk prepared for an audience at a United Nations Environmental Congress on the chosen issue, focussing on what is currently being done and what should be done to address the issue in the future. They present an informative and persuasive talk with the help of a PowerPoint presentation. 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 in Vietnamese of 3-5 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 Vietnamese  Based on the information gained through researching a significant environmental issue in Vietnam, students write a letter to a relative in Australia, describing and evaluating the impact of the chosen issue. The text must include evidence of their research, interpretation of meaning, language analysis, and personal reflection and opinions. | 1,2 | 1,2 | 3 | Written response of 500 words in Vietnamese.  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.  Students reflect on (suggested):   * how the research has influenced their thinking about the Vietnamese culture * how cultures, values, ideas, practices, and beliefs are represented or expressed in the texts studied * how the research has influenced their own understanding or perspectives on issues/topics * how the learning may have changed their thinking * how the in-depth study has increased their understanding of the Vietnamese-speaking communities * their own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied * how they may use this experience in the future. | 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%

|  |  |
| --- | --- |
| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
|
| The oral examination assesses primarily student’s knowledge and skill in using spoken Vietnamese.  Section 1: Conversation  Section 2: Discussion  The 2-hour written examination has three sections:  Section 1: Listening and responding  Section 2: Reading and responding  Section 3: Writing in Vietnamese | Oral examination (10 to 15 minutes)  2-hour written examination plus 10 minutes reading time. |

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