PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Vietnamese (continuers)**

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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| SACESchool Code |  | Year |  | Enrolment Code |  | Program Variant Code (A–W) |
| Stage | Subject Code | No. of Credits (10 or 20) |
|  |  |  |  | **1** | **V** | **N** | **C** | **10** |  |

**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 |  |

Stage 1 Vietnamese (continuers) (10-credits)

Assessment Overview

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 and Weighting** | **Details of assessment** | **Assessment Design Criteria** | **Assessment conditions**(e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- |
| **I** | **E** | **IR** |
| **Assessment Type 1:** **Interaction****Weighting 20%** | Students interact with their teacher in Vietnamese to exchange personal information about the topic ‘Summer Holidays’. Students use a range of language to express their ideas and justify their opinions, and maintain the interaction through using a variety of communication strategies. | 1,2 | 1,2,3 |  | Oral conversation with teacher up to a maximum of 3 minutes. Visual aids may be used as support materials. |
| **Assessment Type 2:** **Text Production****Weighting 20%** | Students write a letter to a friend or relative in Vietnam telling them about their daily routine in Australia, including what they do to relax and their favourite type of entertainment. Students use a range of language to convey ideas and justify opinions, and demonstrate their ability to structure and sequence ideas and information, adhering to text type conventions. | 1,2 | 1,2 |  | Written: 200 – 250 words 1 x lesson + 1 x week homework.Students provide evidence of preparation and planning e.g. notes, drafts, etc. |
| **Assessment Type 3:** **Text Analysis****Weighting 20%** | Students read a text on the topic of ‘Careers and Occupations’ and respond to questions in Vietnamese and English. Students demonstrate their ability to interpret meaning, analyse the language, convey their ideas accurately and support their answers with evidence from the text. |  | 1, 2 | 1,2,3 | Written: short answers in both English and Vietnamese45 minutes (single lesson) supervised in class under test conditions with bilingual dictionary support. |
| **Assessment Type 4:** **Investigation** **Weighting 40%** | **Response in Vietnamese**: Students research the topic of ‘Experiences of Migration’ using a range of Vietnamese and English resources (including a first-hand interview). Based upon this research, students write a report for a multi-cultural publication in Vietnamese informing the reader about the migrant’s early life, providing a detailed description of his/her experiences of migration in Australia. Students demonstrate their ability to organise their ideas coherently, adhere to text type conventions, and use a range of language to complete the task. **Reflective Response in English**: Based upon the research into experiences of migration, students write a personal reflection in English in which they reflect on:* how culture, values, and ideas were represented in their research
* new learning
* how their research has impacted on their own understanding of the Vietnamese- speaking communities
 | 1,2 | 1,22 | 12,3 | **Response in Vietnamese:** Written: maximum of 400 words in VietnameseStudents provide evidence of planning, preparation and research e.g. notes, drafts, etc.**Reflective Response in English:** Written: maximum of 400 words in EnglishStudents provide evidence of planning, preparation and research e.g. notes, drafts, etc. |

***Five assessments.*** *Please refer to the Stage 1 Languages at Continuers Level Subject Outline.*