# Pre-approved Learning and Assessment Plan

Stage 2 Chinese 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.

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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** | **C** | **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 Chinese 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%

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| 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 Chinese to exchange information, ideas, feelings, opinions, and experiences on a topic from the theme: The Individual. Students demonstrate their ability to initiate and sustain an interaction in Chinese using a range of linguistic structures, and to provide sufficient depth and breadth in the treatment of their ideas. Students display capacity to convey information accurately and appropriately and coherence in structure and sequence. | 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  Students write an article for a youth magazine in China about one or more popular leisure activities in Australia. Their article introduces the activity (e.g. history, rules, etc.), explains relevant information (e.g. where, where, by whom, costs etc.) and reflects on its popularity. Students demonstrate their ability to organise their ideas logically and coherently and to observe the text type conventions. | 1,2 | 1,2 |  | Length: a maximum of 350 characters.  Three weeks, with some class time, is allocated for the planning and research of student responses.  One draft allowed. |
| Text Analysis  Students listen to three texts which explore different aspects of leisure and entertainment in Chinese-speaking communities. They then respond in English to questions involving analysis of content, language and culture. Students demonstrate the ability to interpret and reflect upon content, justifying their ideas with evidence from the text. They also reflect on their own values in relation to those expressed in the text. |  | 2 | 1,2,3 | Length: 90 minutes.  Printed bilingual dictionaries allowed. |

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 Chinese and English resources (at least 3 in Chinese) to undertake research into a topic of their choice from the two prescribed themes (The Chinese-speaking Communities or The Changing World). They then present an informative talk with the help of a PowerPoint presentation to the audience at a forum on their main findings. 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 |  | Oral presentation in Chinese 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 Chinese  Using the information gained through research about the topic of their choice, students produce a written 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 and opinions. | 1,2 | 1,2 |  | Written response of 600 characters in Chinese.  Notes, drafts and bibliography to be submitted as evidence of preparation and planning. |
| English Reflection  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 * how the research has influenced their thinking about language and 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 * learning that was new, surprising, or challenging * how the learning may have changed their thinking * how the in-depth study has increased their understanding of the [Language]-speaking communities * how their learning in their in-depth study has contributed to their understanding of themselves (e.g. identity, culture(s), values) * 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, drafts and bibliography 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 Chinese.  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 Chinese. | 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.*