# Pre-approved Learning and Assessment Plan

Stage 2 Arabic 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** | **A** | **R** | **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 Arabic 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 have a conversation with the teacher in which they discuss their thoughts, ideas and opinions for ‘A thriving Multicultural Community’. They use a range of language to express their thoughts and ideas in detail and justify their opinions with evidence from a range of sources. Students maintain the interaction through using a variety of communication strategies. | 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 critically review a number of texts in Arabic and English on the impact of industrial and technological progress on the environment, both in the Arab world and more generally, internationally. Students imagine that they are an avid vlogger (video blogger) and write the script of their upcoming video in which they share specific details, ideas, information and opinions on the influence of this on the environment, together with some possible solutions and ways forward into the future. Students demonstrate their ability to use correct text type conventions and appropriate register for the purpose and audience, while structuring and sequencing their ideas logically. Students use a range of language and familiar idiomatic expressions and demonstrate their ability to use familiar and unfamiliar vocabulary and sentence structures accurately. | 1,2 | 1,2 |  | Written: script of a speech.  Minimum word length: 300 words.  Completed over two weeks.  One draft permitted. |
| Text Analysis  Students read and/or listen to a range of texts in Arabic centred on the lifestyle choices of youth in the Arab world and their hopes and aspirations for the future. Texts may focus on the use of social media and/or personal hopes and dreams for the future. Students respond to texts in English and/or Arabic, demonstrating their ability to interpret and reflect on the themes and ideas contained within the texts, including their ability to interpret meaning of language and style within a given context. |  | 2 | 1,2,3 | Completed over one week under test conditions with the use of printed bilingual dictionary. |

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 Arabic and English resources to research an aspect of a topic/issue associated with either the Arabic-Speaking Communities or The Changing World. Students give an oral presentation in Arabic to the class on the topic/issue studied to present information, ideas and opinions. Students use engaging language appropriate for the purpose and audience to provide relevant information in a logically sequenced manner. The information presented demonstrates depth of research and clear evidence of planning, research, preparation and reflection. The tasks are individually negotiated and differ in context, purpose, and audience from the other two in-depth study tasks. | 1,2 | 1,2 | 1 | Speech of 3-5 minutes duration in Arabic.  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 Arabic  Students use both Arabic and English resources to research an aspect of a topic/issue associated with either the Arabic-Speaking Communities or The Changing World. Students prepare a written response in Arabic, in which they communicate information, ideas and opinions about an aspect of their chosen topic/issue, including their own perspectives on the topic/issue. In doing so, they adhere to their chosen context, purpose and audience as negotiated with the teacher. They also adhere to the conventions of their chosen text type. They demonstrate relevance to context, purpose and audience, and the ability to elaborate ideas and support opinions. Students convey information accurately and appropriately demonstrating accurate expression (i.e. linguistic structures and features) and use a range of cohesive devices. | 1,2 | 1,2 | 1 | Written response in Arabic of a maximum of 500 words completed over two weeks in class + homework.  Students provide evidence of planning, preparation and research e.g. notes, drafts, bibliography, etc. |
| English Reflection  Students choose to respond in either a written or oral form, reflecting in English on their experience undertaking the in-depth study. They express information, feelings, ideas, and opinions based on texts studied, demonstrating evidence of ideas, expression, interpretation and reflection. Students organise their ideas coherently and adhere to the conventions of the chosen text type. | 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%

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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 Arabic.  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 Arabic | Oral examination (10 to 15 minutes)  2-hour written examination |

*Eight to ten assessments.**Please refer to the Stage 2 Interstate Assessed Languages at Continuers subject outline.*